Federal Office
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EMN
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Immigration of International Students from Third Countries

Study by the German National Contact Point for the European Migration Network (EMN)

Matthias M. Mayer
Sakura Yamamura
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Summary

Immigration to Germany for study purposes has increased in recent years, and now accounts for the third-largest group among all foreigners immigrating to Germany, after immigration for family reasons and for gainful employment. International students enhance the international exchange of knowledge, as well as intercultural skills and tolerance, this also increases the quality of the education on offer in Germany. Furthermore, they are in demand as future highly-qualified persons who are already familiar with the language and culture – and frequently also with the German working environment – and are able to make a noteworthy contribution to ensure the supply of skilled workers.

This study provides an overview of the legal framework, as well as of the practical measures to attract students from third countries. It moreover gives an overview of statistical data on the residence permits issued for study purposes, as well as new students, students and graduates. The study concentrates on students from third countries, and constitutes the German contribution towards an EMN project which follows a comparative approach. It is to enable policy-makers to identify examples of good practice in attracting international students.

International students in the German education system

The legal framework for international students has been continually liberalised in recent years, thus considerably increasing the international attractiveness of Germany as a place to study. The possibilities of students from third countries to immigrate are regulated in section 16 of the Residence Act: Students from third countries can receive a residence permit for studying in Germany if they have been admitted by a higher education institution and their livelihood is secure. They can work for 120 full or 240 half-days while studying. They may remain in Germany for up to 18 months after graduating in order to find commensurate employment. They may work unrestrictedly during this job-seeking period.

The practical framework for international students

The legal provisions on the immigration of students from third countries are supplemented by the Länder, the higher education institutions and the intermediary organisations in the form of specific measures, such as scholarship programmes, advertising abroad and support services offered to international students in Germany. Some of the activities are linked through the nationwide strategy for the internationalisation of academia and research, for instance through central marketing campaigns and information platforms. The individual Federal Länder differ in their level of activity when it comes to attracting international students to come to Germany.

The number of residence permits issued for study purposes

The number of third-country nationals with a residence permit for study purposes was at a constant figure of around 120,000 between 2007 and 2010, and fell to about 112,000 in 2011. The most common countries of origin are China (by far the most), Russia, South Korea and Turkey. The age of this group of individuals has also dropped in recent years.

International students in the course of their studies: Figures from the student statistics of the Federal Statistical Office

The figures relating to new students, students and graduates are on the rise overall, albeit the percentage of persons who have acquired their entitlement to

study outside Germany is falling slightly. The increase in recent years in the number of persons in Germany who have acquired their entitlement to study outside Germany is due primarily to a rise in the number of students from non-EU countries. The number of persons originating from the EU who have acquired their entitlement to study outside Germany remained constant. Germany is hence becoming more attractive for students from third countries, most of whom come from China, Russia, Turkey and Ukraine.

International students' transition to the labour market

The possibilities for transition to the labour market are used by international graduates: 4,000 individuals received a residence permit for employment purposes following on from a residence permit for study purposes in 2011, and roughly 3,500 were granted a residence permit for job-seeking after graduation. At the same time, a good 2,000 persons received a residence permit for gainful employment following on from a residence permit for job-seeking after graduation. All in all, primarily residence permits for qualified employment were issued.

Transnational cooperation on international students

The Federal Government, the Länder, the higher education institutions and intermediary organisations work together with other states and higher education institutions to promote the exchange of students, for instance through scholarships, partnerships with higher education institutions and joint degrees. Since the winter semester 2010/2011, it has also been permitted for persons who have acquired their entitlement to study outside Germany who originate from third countries to take part in EU mobility programmes, but only a small number of third-country nationals take up this possibility. Only 135 persons received the corresponding residence permit for intra-EU mobile students in 2011.

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1 Introduction

The globalisation of society is advancing apace. The education system is also heavily influenced by this trend towards internationalisation. A major aspect here is the increasing mobility of students. The number of students studying outside their country of origin has increased very rapidly in the last decade in particular. Whilst there were just over two million foreign students worldwide in 2000, their number has almost doubled in the space of a decade (OECD 2011a). In Germany, the number of students who have acquired their entitlement to study outside Germany increased in the same period from approx. 112,000 in 2000 to 181,000 in 2010. The percentage of foreign students, including both persons who have acquired their entitlement to study outside Germany and in Germany, among the total student population at German higher education institutions is currently over 10 % (DAAD 2011; Statistisches Bundesamt 2012b).

International students are a special group of individuals in international migration. They make up one-third of the total temporary migration[1] within the OECD countries, where 84 % of all foreign students worldwide live (OECD 2010). Germany is one of the top destinations when it comes to the international migration of students, along with the USA, Australia, the United Kingdom, France and Japan. Immigration for the purposes of studies accounts for a major share of the overall immigration of third-country nationals in Germany (approx. 14 % of all immigration in 2011), the growing trend of recent years appearing to continue.

Foreign students who are enrolled at a German higher education institution throughout their studies and up to their graduation are valuable for German society. Their presence already helps promote the international exchange of knowledge and intercultural skills, and hence improve the quality of the education offered in the host country (see Suter/Jandl 2008: 406-408; Hahn 2005: 31-32). International graduates are however even more important as the highly-qualified persons of the future. By the time they graduate, they will as a rule have learned German and gained knowledge of the national working practices and culture. They thus possess skills which can considerably accelerate their social and economic integration in Germany. For employers, the pursuit of studies abroad also sets a signal which shows, over and above the qualification that has been acquired, that foreign students can also establish and thrive in foreign contexts. Furthermore, international graduates have intercultural skills and networks which they can contribute in a positive sense to society and the economy as a whole, both in Germany and in their respective countries of origin (see OECD 2010; SVR 2012: 6; Martin 2006). International students are regarded amongst other things as a factor to alleviate the shortage of skilled workers which exists in some sectors and regions and will increase in future, as well as the decrease of the working population caused by demographic change.

In common with many other European and Western countries, Germany has commenced recruiting international students and keeping them in the country in a two-tiered procedure (OECD 2008; OECD 2010). By promoting internationalisation activities at German higher education institutions, as well as creating appropriate legal frameworks, policy-makers are helping to improve the popularity of Germany as a place to study among international students. As a second tier, additional migration policy activities have been carried out in the recent past in order to keep international students in the country after graduation as highly-qualified persons for the German labour market.

1 Temporary migration is movements which take place because of specific motivations or goals and in which a return to the country of origin or onward migration is planned (EMN 2012: 118).

This study provides an overview of the legal framework for the entry and residence of international students from third countries as well as their opportunities to remain in Germany after graduation. Activities in the political arena and those carried out by the administration and intermediary organisations are discussed aiming to specifically recruit international students to study in Germany and to stay to work. This is supplemented by an analysis of the statistical data on residence permits granted for the purposes of studies, as well as numbers of new students, students and graduates. Additionally, the study also presents international and multinational cooperation aimed at increasing numbers of international student exchanges, and explores some societal impacts of the residence of international students in Germany.

In line with the goals of the European Migration Network (EMN), the study is to help decision-makers and practitioners in the political arena and the administration in Germany, the other EU Member States and the European institutions to make the Member States of the European Union even more attractive for international students.[2]

1.1 Definitions

Third-country nationals

In accordance with Art. 2 No. 6 of Regulation (EC) No. 562 Schengen Borders Code), third-country nationals are persons who are not Union citizens[3] within the meaning of Art. 20 of the Treaty on the functioning of the European Union (TFEU) and who do not enjoy the right of free movement within the meaning of Art. 2(5) of the Schengen Borders Code. Nationals of Member States of the European Free Trade Association (EFTA), that is Norway, Iceland, Liechtenstein and Switzerland, are not third-country nationals in accordance with this definition.

Students

Students are persons who are enrolled at an education institution of the tertiary sector which is to be attributed to tertiary sector I (ISCED 5) or tertiary sector II (ISCED 6) in accordance with UNESCO's "International Standard Classification of Education" (ISCED) classification (see UNESCO 2006). These are students on both Bachelor's and Master's degree courses (ISCED 5), as well as in advanced research programmes (ISCED 6). Because of its goal of researching the immigration of students from third countries to Germany, the study distinguishes between two analytical categories: foreign students and international students.

Foreign students

Foreign students are those students who are registered at a higher education institution outside the country of their nationality. In Germany this includes both third-country nationals and nationals of EU and EFTA States.

International students

As opposed to a foreign student, according to the "Directive on Students", an international student is "a third-country national accepted by an establishment of higher education and admitted to the territory of a Member State to pursue as his/her main activity a full-time course of study leading to a higher education qualification recognised by the Member State, (...) which may cover a preparatory course prior to such education according to its national legislation" (Art. 2 b of Directive 2004/114/EC[4]). International students fall under the national regulation contained in section 16 of the Residence Act.

2 The studies are carried out in all participating Member States of the EMN (plus Norway) according to uniform specifications. The results are incorporated in a comparative synthesis report.

3 Every person holding the nationality of a Member State shall be a citizen of the Union. Citizenship of the Union shall be additional to and not replace national citizenship.

4 Council Directive 2004/114/EC of 13 December 2004 on the conditions of admission of third-country nationals for the purposes of studies, pupil exchange, unremunerated training or voluntary service.

Persons who have acquired their entitlement to study in Germany (*Bildungsinländer*)

Persons who have acquired their entitlement to study in Germany have a German higher education entrance qualification or have passed an examination for the gifted or an aptitude test in Germany – at a higher education institution in most cases. Accordingly, many of those who have acquired their entitlement to study in Germany have already been in Germany for a prolonged period, and most were born in Germany. Added to these are foreign nationals who have obtained their higher education entrance qualification at German schools abroad.[5]

Persons who have acquired their entitlement to study outside Germany (*Bildungsausländer*)

The persons in this category have as a rule obtained their higher education entrance qualification abroad and study at a German higher education institution, after having had their school-leaving qualification recognised. Neither the residence permit nor their nationality is relevant for this definition.

5 The qualifications of an International Baccalaureate Diploma can be considered equivalent to German university access entitlement (KMK 2011b).

Instead, it is the type of higher education entrance qualification that is material for the distinction between persons who have acquired their entitlement to study in, and outside, Germany, regardless of their nationality or the residence permit which they hold (see Table 1). Accordingly, there are also persons who have acquired their entitlement to study outside Germany who have German nationality. No information is provided on the place of residence or the place where the higher education entrance qualification was obtained.

1.2 Methods

The findings of this study are based on a focussed review and analysis of specialist literature, sources of law, as well as primary and secondary data. Topically-relevant academic work on international students and the education system in Germany was supplemented by information from current empirical research results from German and international studies. Information on the legal basis was taken from relevant laws and ordinances, particularly from the Act on the Residence, Economic Activity and Integration of Foreigners in the Federal Territory – Residence Act (*Gesetz über den Aufenthalt, die Erwerbstätigkeit und die Integration von Ausländern im Bundesgebiet – Aufenthaltsgesetz*), the Ordinance on the Approval of Newly-entering Foreigners to take up Employment (*Verordnung über die Zulassung von neueinreisenden Ausländern zur Ausübung einer Beschäftigung*), the Residence Ordi-

Table 1: Definition of persons who have acquired their entitlement to study in and outside Germany

		Type of higher education entrance qualification*	
		Germany	Abroad
Nationality: Germany		German (persons who have acquired their entitlement to study in Germany)	(German) persons who have acquired their entitlement to study outside Germany
Nationality: Foreign		(Foreign)** persons who have acquired their entitlement to study in Germany	(Foreign)** persons who have acquired their entitlement to study outside Germany

Note: * The education establishment can be located both abroad (German schools abroad) and in Germany (international schools);
** The student statistics of the Federal Statistical Office primarily cover the students in the bottom row, i.e. foreign persons who have acquired their entitlement to study in Germany and foreign persons who have acquired their entitlement to study outside Germany.

nance (*Aufenthaltsverordnung*), as well as the General Administrative Regulation on the Residence Act (*Allgemeine Verwaltungsvorschrift zum Aufenthaltsgesetz*) issued by the Federal Ministry of the Interior. Statements on topical, political and legal developments were made on the basis of publications by the Federal Government, and derived from Federal Parliament and Federal Council printed papers, as well as from press articles.

Information from practitioners was collected by making enquiries to various institutions. These include the Federal Ministry of Education and Research, the Federal Office for Migration and Refugees (BAMF), the ministries of education of all the Federal *Länder*, the German Academic Exchange Service (DAAD), the secretariat of the German Rectors' Conference, the German National Association for Student Affairs, the National Association of Foreign Students/Federal Union of international Students in Germany, as well as a selected immigration authority.

In preparation for the drafting of this study, the National Contact Point of the European Migration Network organised an expert workshop on the topic of "Students from third countries in Germany" at the Federal Office for Migration and Refugees in October 2011. It was attended by experts from administrative practice, in particular from the Federal Ministry of the Interior and the Federal Ministry of Labour and Social Affairs, as well as representatives of other organisations, such as the DAAD, the German Rectors' Conference and the Higher Education Information System. The information gathered at the workshop was considered and is reflected in various sections of this study.

Data sources

The data on international students at German higher education institutions were mainly taken from two complementary sources: the Central Register of Foreigners and the student statistics of the Federal Statistical Office. Furthermore, selected statistical data were used from databases of the DAAD (particularly on Erasmus students), the German Rectors' Conference (on types of higher education institution) and the Organisation for Economic Co-operation and Development (OECD).

The Central Register of Foreigners, in which each foreigner is registered who lives in Germany "not only temporarily" (section 2 subs. 1 of the Act on the Central Register of Foreigners), that is as a rule for more than three months, makes it possible to make differentiated statements on the residence permits that have been issued. The distinction is made according to the legal basis underlying residence, so that only students who have entered the country for the purposes of studies are included, but not students who are in Germany with another residence permit. Since, in accordance with the Freedom of Movement Act/EU (*EU-Freizügigkeitsgesetz*), students from the EU and EFTA Member States do not require residence permits as a matter of principle, only students from third countries are covered. Against this background, the data contained in the Central Register of Foreigners refer exclusively to "international students" (as opposed to foreign students) (see definition in section 1.1). Whilst the personal data system includes characteristics such as gender, age and nationality, it gives no indication of the level of education. It includes persons who have acquired their entitlement to study both in and outside Germany, albeit one should presume that the majority of persons who have acquired their entitlement to study in Germany have a different type of residence permit because of their prolonged period of residence in Germany. International students are hence almost exclusively persons who have acquired their entitlement to study outside Germany.

The higher education and student statistics provided by the Federal Statistical Office are based on administrative data from the German higher education institutions. They are moreover processed by the Higher Education Information System. Data on new students, students and graduates, can be taken from this source. The distinguishing characteristic in the student statistics is not the residence permit, but the type of higher education entrance qualification (see Table 1). These data hence relate not to international students, but to "foreign persons who have acquired their entitlement to study outside Germany" and "foreign persons who have acquired their entitlement to study in Germany". Distinctions by nationalities, particularly between nationals of EU/EFTA states and third-country nationals, can be made as a matter of principle, but are not made in cumulative statistics, so that as a rule they are not international students, but foreign students in general. In common with the Central Register of Foreigners,

the student statistics contain basic data such as age or gender. In addition to this information, they permit making more precise statements on the studies, such as the duration of the studies or the selection of the subjects studied.

Against the background of the differences in the definitions and the collation of data, only a parallel evaluation of both datasets can reveal a comprehensive, differentiated picture of the situation of international students in Germany. Although they overlap in their content, the data from the Central Register of Foreigners and the student statistics can as a matter of principle not be compared or considered equivalent.

The focus of this study lies primarily on international students, i.e. third country nationals who have acquired their entitlement to study outside Germany and who entered Germany for study purposes (see section 1.1). Because of the data availability mentioned above, they can however not be distinguished from foreign students who have a different residence permit (e.g. as a family member), particularly when it comes to analysing the study conditions.

2 International students in the German education system

2.1 The structure of the German education system

2.1.1 Competences within higher education policy

German higher education policy is essentially characterised by a division of tasks along federal lines. The general principles of the higher education system are established nationwide and on a uniform basis by Art. 5 (3) of the Basic Law (*Grundgesetz*), which guarantees the freedom of art and science, as well as of research and teaching. The central player of education policy at federal level is the Federal Ministry of Education and Research. The largest share, as well as the material parts, of constitutional competence for education policy lies with the *Länder*.

The Federal Government

The Federal Ministry of Education and Research is able to exert an influence on the *Länder*, firstly, by virtue of its power of discourse and, secondly, through its contributions towards funding higher education institutions and research[6]. When the 2006 Federalism Reform came into force, the framework legislative competence of the Federal Government was reduced to regulating on higher education admissions, as well as on degrees. The *Länder* were furthermore granted a possibility to deviate from the nationwide provisions (Hepp 2011: 153 et seqq.). The Federal Government hence takes on a central role in granting study places in subjects where admissions are restricted via the Foundation for University Admission, formerly the Central Agency for the Award of Study Places. 40 % of study places in subjects where admission is restricted, such as medicine, veterinary medicine, dentistry and pharmacy, are granted nationwide in a centralised mechanism, whilst the remaining 60 % are awarded by the respective higher education institution according to its own criteria.[7] The Federal Government also has a major function in helping to fund the livelihood of students from low-income families through the German Act on Education and Training Scholarships (*Bundesausbildungsförderungsgesetz* – BAföG), as well as by funding from institutions sponsoring the intellectually gifted, which award scholarships to students and doctoral students.

The *Länder*

On the basis of their cultural sovereignty, which is entrenched in the constitution, the Federal *Länder* are the central players in German policy on education and higher education institutions. They are competent for the legislation, administration and funding of the higher education institutions. They are not only the "framework-defining management and planning instance, but are also [...] the providers, institutions and funders" of the higher education system (Hepp 2011: 166). Equally, the rights of supervision in the higher education system lie with the *Länder*. In order to ensure the nationwide uniformity and comparability of the education system without questioning the cultural

6 See BMBF – Bundesministerium für Bildung und Forschung (2012): Exzellenzinitiative für Spitzenforschung an Universitäten: Die Gewinner stehen fest, online: http://www.bmbf.de/de/1321.php (27 January 2012).

7 Stiftung für Hochschulzulassung (2012): Regeln der Studienplatzvergabe für die Studiengänge Medizin, Tiermedizin, Zahnmedizin und Pharmazie, online: http://www.hochschulstart.de/index.php?id=515 (27 January 2012).

sovereignty of the *Länder*, the Standing Conference of the Ministers of Culture and Education of the *Länder* in Germany (Conference of Ministers of Culture and Education) has established itself as the most important body for coordination between the *Länder*. The need for the *Länder* to adopt a joint approach in higher education policy arises amongst other things from the high level of mobility of students between the individual Federal *Länder* (Hepp 2011: 226).

Non-governmental political players/higher education institutions

In addition to the Federal Government and the *Länder*, the German Rectors' Conference assumes a strong role in nationwide higher education policy. The German Rectors' Conference is convened by a current number of 267 higher education institutions at which more than 94 % of all students in Germany are enrolled.[8] In addition, each Federal state has its own Rectors' Conferences at *Land* level.

The higher education institutions' internal autonomy enjoys constitutional status: The freedom of teaching and research which is guaranteed by Art. 5(3) of the Basic Law grants a very considerable degree of autonomy to the higher education institutions, enabling them to establish their own system of recruiting and training young academics, amongst other things through the freedom to shape the procedure for conferring Doctorates and Postdoctorates. This autonomy is only restricted by the budgets available to the *Länder*, as well as by the State's staffing policy, which also includes the service law for civil servants, by virtue of which higher education staff are subject to the State's expectation of loyalty. The higher education institutions' autonomy was enhanced by a higher education reform, which was commenced at the end of the 1990s and pushed forward by the *Länder*. This granted to the higher education institutions greater latitude in their use of funds, which are now no longer allotted as government funds by the *Land* to individual institutes or departments, but awarded to the higher education institutions as an overall budget based on performance. In addition to their greater financial autonomy, the higher education institutions were also awarded greater latitude in the field of staffing. For instance, the institutions may now carry out appointments on their own responsibility without involving the education ministries. Moreover, it has been made possible to transfer higher education institutions into new legal forms. For instance, individual facilities have been transformed to foundations and public-law corporations. Hence, institutions can conclude their own collective agreements. The participation of the State is restricted to funding in these cases, whilst there is no longer any legal and technical oversight. Finally, the higher education reform stepped up competition between the institutions for third-party funding and students (Hepp 2011: 235 et seq.).

A shift of competences

The division of competences between the Federal Governmentand the *Länder* is accompanied by political tensions with regard to competences for institutes of higher education. The central cleavage here runs not along party political lines, but between the Federal Government and the *Länder* regarding the role of the Federal Government in higher education policy. These conflicts have resulted in several constitutional amendments which were typified until 2006 by a continuing expansion of competence of the Federal Government. The latter was able to gradually water down the monopoly of the *Länder* in matters relating to culture which existed when the Federal Republic was established, to retain competences in the framework legislation and, by co-funding the higher education system, to also obtain a right of co-determination with regard to the content (Hepp 2011: 108 et seqq.). After the second reform of federalism, which took place in 2006, however, the position of the *Länder* was once more strengthened, and the Federal Government again renounced a large number of competences which it had obtained in the years before. At the same time, it had to largely withdraw from higher education funding. The necessary coordination between the Federal Government and the *Länder* was guaranteed until 2008 by the Federal Government-*Länder* Commission for Education Planning and Research Promotion; this task has been taken over since 2008 by the Joint Academic Conference, in which the representatives of the competent ministries for education and research,

8 HRK - Hochschulrektorenkonferenz (2012): HRK auf einem Blick, online: http://www.hrk.de/de/hrk_auf_einen_blick/hrk_auf_einen_blick.php (27 July 2012).

as well as finance, of the Federal Government and the *Länder* are involved.[9]

2.1.2 Higher education entrance qualification

There are three different forms of higher education entrance qualification in Germany: the university of applied sciences entrance qualification, the subject-specific higher education entrance qualification and the general higher education entrance qualification (KMK 2011a: 127 et seqq.). Access to the tertiary education sector is limited, given the tiered nature of the secondary sector and the established occupational training systems in Germany. The percentage of persons entitled to study among the population of the corresponding age, was 49 % in 2010, the share consisting of 33.9 % persons entitled to study with a general higher education entrance qualification and 15.2 % with a university of applied sciences entrance qualification. The percentage of new students among the age-specific population was 42.4 % in the same year (Statistisches Bundesamt 2012a: 15).

General higher education entrance qualification

The general higher education entrance qualification constitutes a right, not restricted by subject, to commence studies at a university. The general higher education entrance qualification is granted as a rule by means of an examination after completing the upper level at an upper secondary school (*Abitur*). The possibility exists for non-pupils, as well as for persons entitled to asylum, to obtain the general higher education entrance qualification by sitting the *Abitur* examination without regularly attending the upper level at an upper secondary school. Candidate students may enrol at a German higher education institution without German higher education entrance qualification if they can demonstrate a foreign school-leaving qualification which entitles them to take up studies in their corresponding country of origin. It may however be necessary in such cases to take an examination of the level of knowledge at the university of the country of origin; furthermore, knowledge of the language of instruction is needed. Candidate students from China, Vietnam and Mongolia, moreover, need a certificate from an Academic Evaluation Center (APS), which is issued by the German Embassies in these countries (KMK 2006) (see section 2.2.5).[10]

In addition to the general prerequisite of higher education entrance qualification, proof of subject-specific aptitude is necessary in order to study some subjects (e.g. sport, as well as artistic subjects), which as a rule is provided by an entrance examination.

Subject-specific higher education entrance qualification

Unlike the general higher education entrance qualification, the subject-specific higher education entrance qualification entitles to take up university studies in the disciplines corresponding to the topical orientation of the higher education entrance qualification. The subject-specific higher education entrance qualification is acquired at a vocational school at upper secondary level (*Berufsoberschule*) at which one can obtain a higher education entrance qualification following on from training in the dual education system. Also, graduates of the dual vocational education system may obtain a subject-specific higher education entrance qualification if they have acquired an additional qualification as a *Meister* (master craftsman), *Technischer Fachwirt* (technical business administrator) or equivalent qualifications.

University of applied sciences entrance qualification

The university of applied sciences entrance qualification is acquired at a subject-specific Specialised upper secondary school (*Fachoberschule*) after the 12th year of school, and constitutes entitlement to take up studies at a university of applied sciences, whilst the subject must correspond to the subject-specific orientation of the specialised upper secondary school. Specialised upper secondary schools exist in the sectors economics and administration, design, health

9 Gemeinsame Wissenschaftskonferenz (2012): Allgemeines zur GWK, online: http://www.gwk-bonn.de/index.php?id=252 (27 July 2012).

10 See information sheets of the Academic Evaluation Centers in Ulan Bator, Hanoi and Beijing.

Table 2: The number of higher education institutions and students by types of higher education institution as per WS 2010/2011

Funding institution	Type of higher education institution			
	University or higher education institution with the right to confer Doctorates	University of applied sciences or higher education institution without the right to confer Doctorates	Music and art colleges	Total
State	88	105	46	239
Students	1,543,113	618,860	33,059	2,195,032
Private, state-recognised	11	95	2	108
Students	13,879	105,889	875	120,643
Church, state-recognised	11	21	8	40
Students	6,802	19,963	322	27,087

Source: HRK - Hochschulrektorenkonferenz (2012): Hochschulkompass, online: www.hs-kompass2.de (27 July 2012).

and social affairs, nutrition science, housekeeping and farming, as well as organic and environmental technology.

2.1.3 Institutions of higher education

At the time of the winter semester (WS) 2010/2011, 387 institutions of higher education were registered in Germany, including 110 universities and 221 universities of applied sciences (not including colleges of administration). Furthermore, there are 56 music and art colleges. Hence, fully-fledged universities and universities of applied sciences constitute the two largest groups among the three types of German higher education institution.[11] Due to the Bologna process and its objective to create a European Higher Education Area, all study programmes offer either a Bachelor's or a Master's degree. The only exceptions are government regulated degree programmes, such as medical science, veterinary medicine, pharmaceutics, law and degree programmes to obtain a certification as teacher as well as artistic and theological degree programmes. Bacherlor's and Master's degrees are awarded by both universities and universities of applied sciences. Consequently, only with reference to doctoral studies the different types of higher education institutions can be distinguished from each other, as only universities and *Gesamthochschule*n are entitled to award the respective degree.

Universities/*Gesamthochschule*n

The classic model of the German higher education institution is the (fully-fledged) university. It is typified by offering a comprehensive range of subjects. Moreover, its right to confer Doctorates enables the university to train the next generation of young academics. Universities aim to closely interlink and attach equal weight to research and teaching; basic research takes place mainly here (KMK 2011a: 141). Colleges of education constitute a special form, these currently only remaining in Baden-Württemberg; most of these higher education institutions were transformed into universities or *Gesamthochschule*n (comprehensive universities) during the 1970s (Mayer 2003: 586). They differ from universities only in their emphasis on social and/or educational science subjects, but have the right to confer Doctorates, and research also enjoys the same status as teaching (KMK 2011a: 141). The theological colleges also have a structure that is similar to that of the colleges of education. They differ from the

11 HRK - Hochschulrektorenkonferenz (2012): HRK Hochschulrektorenkonferenz. Die Stimme der Hochschulen, online: www.hs-kompass2.de (27 July 2012).

universities only in that they exclusively consist of a theological faculty.

Music and art colleges

Music and art colleges are equivalent to the universities in formal terms since they mostly also have the right to confer Doctorates. As a rule, they specialise in several selected artistic subjects, but a few also offer the full range of artistic subjects. Because of the special access entitlements of this form of higher education institution, they are distinguished from the universities.

Universities of applied sciences (*Fachhochschulen* – FH)

The institution of *Fachhochschule* is a German peculiarity which only exists in the German speaking countries. This form of higher education institution is typified by a standard study period of three or three-and-a-half years (including a practical semester), as well as research-based practical training (Mayer 2003: 597 et seq.; KMK 2011a: 146). The practical orientation is guaranteed by a separate appointment system which is distinct from that of the universities by virtue of the fact that professors must have obtained extensive professional practice outside the higher education system (KMK 2011a: 142). Since universities of applied sciences endeavour to obtain equal status with the universities in formal and content terms, the universities of applied sciences compete with the universities (Mayer 2003: 598 et seq.), so that the more literal German designation *Hochschule* für angewandte Wissenschaften ("university of applied science") is frequently used in place of *Fachhochschule* (specialised/technical college).

Universities of applied administrative sciences

A special form of university of applied science are the 28 universities of applied administrative sciences of the Federal Government and the *Länder*; they exclusively train staff for a career in the *gehobene Dienst*, i.e. a particual level of the civil service (KMK 2011a: 141). They report to the Ministries of the Interior of the *Länder* or to the Federal Ministry of the Interior; students do not receive BAföG here, but a civil service remuneration. They are hence also higher education institutions where access is not without restriction (Mayer 2003: 586).

Funding bodies

The higher education institutions listed above can, furthermore, be distinguished by their respective funding body. The majority of fully-fledged universities and the universities of applied science in Germany are state-run (193 higher education institutions in total). There are also private, state-recognised higher education institutions, these being mostly universities of applied science. There is a trend towards privatising the higher education system and removing it from state control – such that the number of private higher education institutions rose from 45 to 108 between 2004 and 2012 – but nonetheless only a small percentage (approx. 5 % as per WS 2010/2011) of the student population is enrolled in private higher education institutions (see Table 2). The theological colleges, as well as some music and art colleges, are funded by the Church. The Churches exert a major influence on the appointment of professorships and chairs on the basis of the concord and of the law on the established Churches (KMK 2011a).

Moreover, the Federal Government operates the two universities of the Federal Armed Forces in Munich and Hamburg in its own management (Hepp 2011: 148). Only members of the armed forces may study at these facilities as a rule. Also belonging to the tertiary sector are the vocational academies. These offer dual higher education, in cooperation with individual enterprises (Mayer 2003: 599).

2.1.4 Tuition fees

All higher education institutions that are funded by private bodies charge tuition fees. Additionally, they are co-funded by private foundations and enterprises. The Federal Constitutional Court declared the introduction of tuition fees for public higher education institutions to be constitutional in 2005; they are collected by the *Länder* (DSW 2012: 155). Tuition fees in Germany range up to Euro 1,000, depending on the Federal *Land*. The decision to charge tuition fees was reversed in some of the initial seven Federal *Länder* after changes of government (SVR 2012: 11). There were still four *Länder* charging tuition fees as per the

winter semester (WS) 2011/2012: Bavaria, Baden-Württemberg, Lower Saxony and Hamburg. Baden-Württemberg abolished the tuition fees as per the summer semester (SS) 2012, Hamburg is planning to do so from WS 2012/2013 (Bundestag 2012: 12; Gesetzblatt für Baden-Württemberg 2011: 565). Higher education institutions with Church sponsorship are funded by the Church and through donations from parishes, but most of them charge additional non-cost-covering tuition fees.

International students at German higher education institutions pay the same tuition fees as German students if they are not exempted from paying the fees because of provisions of *Land* law or have been exempted because of a particular hardship. In Bavaria, for instance, international students are exempted from tuition fees on request if there are bilateral or international agreements or higher education agreements guaranteeing such exemption. Higher education institutions in Lower Saxony may award amongst other things scholarships for tuition fees on the basis of special achievement or a high degree of aptitude (Bundestag 2012: 12).

2.2 The political and legal framework for international students

2.2.1 Public debates and political development

International migration, as well as the internationalisation of education, are not new phenomena. Since the political relevance and explosive nature of the role of international students as highly-qualified persons was recognised in the early 2000s, there have been discussions on measures to attract and retain this special group of immigrants.

Firstly, the aspect of attracting international students was dealt with in connection with education policy. As in many other European and Western countries (see OECD 2004; OECD 2008), the education landscape was to be internationalised among other things by offering bilingual study programmes, establishing or expanding departments for international affairs at higher education institutions or promoting international co-operation between higher education institutions (see HRK 2008). The aim to promote research and teaching at selected higher education institutions in the context of the excellence initiative can be seen as a part of this measure to increase the attractiveness of Germany as a place to study. This is not a development specific to Germany, but was above all pushed forward at EU level. The Bologna Declaration, which was signed in 1999 to create a uniform European Higher Education Area of all Member States, was to a certain extent the main driving force for the internationalisation of the German higher education institutions. IntraEuropean mobility not only of German, but also of international students – but initially in most cases of nationals from EU/EFTA states, and only of all students since the end of the last decade – was also discussed in this process, and above all implemented by the EU-funded Erasmus Programmes. Further programmes were successively expanded in order to also promote the international mobility of international students beyond the borders of the EU (see chapter 5).

In addition to the political and public debates on the internationalisation of higher education, secondly, an active discussion also developed on the opening of society for international migrants. Against the background of demographic change, entailing a shrinking and ageing of the working population in the near future, thus exacerbating the shortage of skilled workers, discussions are underway in all economically-developed countries regarding the efficient recruitment of migrant workers. International students have valuable human capital and their potential is to be integrated into the German labour market.

The immigration potential and inclinations of international students have been broadly discussed. The debate began at international political level, for instance in fora of the EU and the OECD, but also in academic circles, and later found its way into the media and civil society (see e.g. Higher Education Information System 2008; Süddeutsche Zeitung 2004; Frankfurter Allgemeine Zeitung 2008). Various publications, such as consultations of the OECD (see OECD 2008; 2010; 2011), a study of the International Centre for Migration Policy Development (ICMPD 2006), the final report of the High-Level Consensus Group on Skilled Labour Demand and Immigration (*Hochrangige Konsensgruppe Fachkräftebedarf und Zuwanderung* 2011), and studies carried out by the Expert Council of German Foundations on Integration and Migration (SVR 2011;

2012), attracted attention to the migration process as it relates to international students. At European level, the Directive on Students (2004/114/EC), with which the mobility of students in the EU is to be increased, set fundamental system-related standards in policy terms. It was transposed in Germany in 2007.[12]

2.2.2 Legal developments

Triggered by the political debate, major changes have been effected in recent years in particular with regard to the legal framework. The changes are intended, firstly, to bring about greater mobility for international students and, secondly, to improve access to the labour market, that is to increase opportunities to retain international graduates for German industry.

This process got underway in 2000: International students were identified as future skilled workers in the context of the political debate regarding easier access to the labour market for foreign skilled workers in information technology – leading to the "Green Card initiative" (Renner 2000: 195). Targeted fine-tuning of the relevant laws was to make it easier for foreign university graduates to take up work in Germany. These possibilities were created in 2005 with the Residence Act and the Employment Ordinance (*Beschäftigungsverordnung*). Successful graduates were given a period of one year in accordance with section 16 subs. 4 of the Residence Act to find employment and, once a suitable employment contract commensurate with the degree achieved had been concluded, to obtain a residence permit for employment purposes, e.g. in accordance with sections 18, 19 or 21 of the Residence Act. This made it possible to convert a residence permit for the purposes of studies into a residence permit for job-seeking or for employment. It had been previously mandatory in accordance with the Aliens Act of 1990 (*Ausländergesetz*) to leave the country on conclusion of the studies (Renner 2011: 394). Graduates were permitted to work for up to 90 whole days or 180 half-days per year during the one-year job-seeking period, as they are during their studies (section 16 subs. 3 of the Residence Act). The same restrictions on work applied to third-country nationals during their studies.

Two years later, the priority examination with regard to access to the labour market for graduates of German higher education institutions was abolished by the Higher Education Graduates Access Ordinance (*Hochschulabsolventen-Zugangsverordnung*) of 9 October 2007. This was transferred in 2008 by the Labour Migration Management Act (*Arbeitsmigrationssteuerungsgesetz*) into section 27 No. 3 of the Employment Ordinance and section 12a of the Ordinance on Work Permits for Foreign Workers (*Verordnung über die Arbeitsgenehmigung für ausländische Arbeitnehmer*).[13] If graduates find a job that is commensurate with their training, the Federal Employment Agency only checks whether the working conditions are equivalent to those of German workers and whether the employment has an unfavourable impact on the labour market (section 39 subs. 2 of the Residence Act in conjunction with section 27 of the Employment Ordinance, see also Renner 2011: 394 et seq.).

The Federal Government transposed Council Directive 2009/50/EC on the conditions of entry and residence of third-country nationals for the purposes of highly qualified employment, also known as the Blue Card Directive, in December 2011. These amendments to the law on immigration, which make immigration easier for highly-qualified persons, at the same time make Germany more attractive for international students. Graduates of German higher education institutions who are third-country nationals are to be particularly encouraged to take up employment in Germany by making it easier for them to gain access to the German labour market: Thus, the deadline for job-seeking following on from the completion of their studies has been extended from twelve months to 18 for graduates of German higher education institutions (see section 16 subs. 4 of the Residence Act). They may work without restriction during this time.

International students are furthermore permitted to work for 120 full days or 240 half-days per year during their studies – not only 90 whole or 180 half-days, as previously.

Section 16 subs. 4 of the Residence Act prescribes that the job must be "commensurate" with the university

12 This took place with the Act Transposing Residence and Asylum Directives of the European Union (*Gesetz zur Umsetzung aufenthalts- und asylrechtlicher Richtlinien der Europäischen Union*) of 19 August 2007.

13 See Second Ordinance Amending the Employment Ordinance (*Zweite Verordnung zur Änderung der Beschäftigungsverordnung*) of 19 December 2008.

degree. Employment is commensurate if it usually requires an academic degree and the skills acquired in the course of studies are at least partially or in an indirect way necessary for the tasks involved.

A perspective for permanent residence is also created: If a graduate of a German higher education institution has held a residence permit in accordance with sections 18, 18a, 19a or 21 for two years and has a job which is commensurate with the qualification at the time of the application, he/she is granted a settlement permit in accordance with section 18b of the Residence Act[14]. Moreover, in addition to meeting further conditions he/she must have made at least 24 months of obligatory or voluntary contributions to the statutory pensions insurance or have a right to a comparable benefit.

Moreover, university graduates from abroad who have a German degree or a qualification that is comparable to a German qualification are to be encouraged to take up employment in Germany. In accordance with section 18c of the Residence Act, they are given a residence permit limited to six months to look for a job on condition that they are able to support themselves.

The Act Transposing the Directive of the European Union on Highly qualified persons (*Gesetz zur Umsetzung der Hochqualifizierten-Richtlinie der Europäischen Union*) came into force on 1 August 2012.

2.2.3 The legal framework for international students

Residence permits for international students

The prerequisites for taking up residence for the purposes of studies are regulated by section 16 subs. 1 of the Residence Act: The studies can take place at a state-recognised higher education institution or a similar facility such as a university, higher education institution, music college, art college, college of education or university of applied science or at a vocational academy. Evening, weekend and correspondence courses do not qualify. In order to obtain a residence permit for the purposes of studies, admission by the educational establishment – or at least conditional admission[15] – must be presented. It is possible to waive proof of knowledge of the language in which the course of studies is to be conducted where the foreigner's knowledge of the language has already been taken into account in the decision on admission or is to be acquired by means of preparatory measures for the

14 The settlement permit is an unlimited residence title.

15 Admission may also be conditional on the granting of the residence permit and on the language knowledge still to be obtained, or on the personal interview which needs to be carried out at the educational establishment.

Table 3: Overview of legal immigration possibilities for international students

section 16 subs. 1a of the Residence Act (applying for a study place)	Residence for the purpose of applying for a study place is permitted for a maximum of nine months, and will not be counted against any total duration.
section 16 subs. 1 of the Residence Act (studies)	Requirements for a residence permit for study purposes include admission by the educational establishment, as well as proof of assured means of subsistence and of adequate health insurance.
section 16 subs. 4 of the Residence Act (job-seeking after successful completion of the studies)	After successful completion of the studies in Germany, the residence permit may be extended by up to 18 months for the purpose of seeking a job commensurate with this qualification. The graduate may work without restriction during this time.
section 16 subs. 5 of the Residence Act (attending language courses, attending school education)	Residence may be taken up in order to attend language courses to learn German outside studies. A residence permit may also be granted to attend school in exceptional cases.
section 16 subs. 6 of the Residence Act (intra-EU mobile third-country nationals)	Students from third countries who have a residence permit that was issued for this purpose in a Member State of the EU may be granted a residence permit in order to carry out part of their studies in Germany.

course of study. This must be the language required for the studies, not necessarily German (see section 2.2.4 on the practical procedure up to the grant of the residence permit).

There are five different residence permits with regard to the possibilities for immigration for study purposes. Accordingly, not only the abovementioned students, but also candidate students (section 16 subs. 1a of the Residence Act), job-seeking graduates of a German higher education institution (section 16 subs. 4 of the Residence Act), as well as students at language courses and schools (section 16 subs. 5 of the Residence Act) receive residence permits (see Table 3). Students who are mobile within the EU receive a residence permit in accordance with section 16 subs. 6 of the Residence Act (see section 5.2.1).

The total residence period for studies (including further qualification by obtaining a Master's and Doctorate degree), and any necessary preparation for studies and subsequent practical phases – but without applying for a study place in accordance with section 16 subs. 1a of the Residence Act – may not be more than ten years as a rule (see No. 16.2.7 of the General Administrative Regulation on the Residence Act). In general terms, the residence permit is to be extended for two years if sufficient funds can be proven to secure a living (Renner 2011: 385). Moreover, the purpose of the residence may not yet have been achieved, but it must be possible for the student to achieve it within a suitable period. This is contingent on the period which, considering the level of education already reached, is likely to still pass until completion of the training. In the prognosis to be carried out by the immigration authority, in general the previous course of the studies will be taken as the primary basis (Storr et al. 2008: 104 et seq.). The immigration authorities are instructed, just as when granting residence permits, to restrict the permit to one year where appropriate when extending residence permits for persons from states where consultation is obligatory in accordance with section 73 subs. 4 of the Residence Act (see No. 16.1.1.5 of the General Administrative Regulation on the Residence Act). If the immigration authority learns during the term of a residence permit that the progress made by the international student in the studies is not sufficient, it may revoke the residence permit.

A special role is played by Doctorate students: On receiving a full post as a research fellow, the student in the Doctorate programme may opt whether to enter with a residence permit in accordance with section 16 subs. 1 or in accordance with section 18 of the Residence Act.[16] In the latter case, the Doctorate programme student may work full-time in addition to studying, and the length of the residence can be fully accounted for when calculating the length of the residence necessary to apply for the settlement permit. If the Doctorate programme student is offered a half-time post as a research fellow, the purpose of the residence is a matter for negotiation. If doctoral candidates meet the preconditions set out in section 20 of the Residence Act, they can also enter as researchers in accordance with this residence purpose. Once the research project has been completed, they do not however have a right to a residence permit in accordance with section 16 subs. 4 of the Residence Act for the purpose of seeking a job.

Graduates' right to remain

After successful completion of the studies at a German higher education institution, all foreign students are permitted to remain in the Federal territory for up to 18 months as a matter of principle. The application for extended residence after completion of studies at a higher education institution must be filed immediately after the completion of the studies. This extension of the residence permit, which is regulated in section 16 subs. 4 of the Residence Act, is to encourage foreign students to seek a job commensurate with the qualification which they gained at the German higher education institution after graduation. In accordance with the provisions contained in sections 18, 19, 19a, 20 and 21 of the Residence Act, the graduate changes from graduate status in accordance with section 16 subs. 4 of the Residence Act to the respective permit. A direct change from student status (section 16 subs. 1 of the Residence Act) to another permit is also possible if self-employment or an employment contract exists already at the time of graduation. A direct transition to an unrestricted residence permit in the shape of a

16 The purpose of the residence is decisive, i.e. whether focussing mainly on studies or mainly on work.

settlement permit in accordance with section 9 of the Residence Act is not possible; however, with the legal amendment of the Residence Act as per 1 August 2012, a possibility has been created in accordance with section 18b of the Residence Act for graduates of German higher education institutions to obtain a settlement permit under certain conditions after working for two years (see section 2.2.2).

With the amendment to the Employment Ordinance from 1 January 2009 (Federal Law Gazette (*Bundesgesetzblatt*) Part I No. 64, p. 2972), no priority examination is conducted as a rule when appointing foreign graduates if the job that has been found is commensurate with the qualification obtained at the German higher education institution (see section 27 sentence 1 No. 3 and sentence 2 of the Employment Ordinance). Since 1 August 2012 on the requirement to obtain the approval of the Federal Employment Agency has been waived.

Job-seeking residence cannot be extended as a matter of principle. If the university graduate does not look for a job, or if they do not manage to find one, they must leave the country. Further residence is possible, either through transition to a residence permit that is tied to gainful employment in accordance with sections 18, 19, 19a, 20 or 21 of the Residence Act, or in the case of spousal reunification in accordance with section 28 subs. 1 of the Residence Act (spouse of a German) or section 30 of the Residence Act (spouse of a foreigner) or in accordance with section 28 subs. 1 sentence 1 No. 3 of the Residence Act (reunification as a parent to a German child) (see section 2.2.6).

Change to other residence permits during the studies

It is impossible as a matter of principle to change the purpose of the residence during the studies (section 16 subs. 2 of the Residence Act). There are however exceptions if there is a statutory right. This is the case with family reunification (see section 2.2.6). Furthermore, an international student may be permitted to remain for humanitarian and other reasons.

In order to obtain a residence permit for gainful employment, No. 16.2.3 of the General Administrative Regulation on the Residence Act provides that the student must at first leave the country. The provisions contained in sections 18 to 21 of the Residence Act subsequently apply to taking up employment.

Gainful employment after residence for the purposes of studies

When international students have left Federal territory on conclusion of their stay, they may once more apply for a residence permit for the purpose of gainful employment from abroad, as may all other foreigners. With the consent of the Federal Employment Agency, or on the basis of the legal ordinance by the Federal Ministry of Labour and Social Affairs or of an international agreement, a residence permit can be granted for the purpose of gainful employment in not qualified (section 18 subs. 3 of the Residence Act) or indeed qualified employment (section 18 subs. 4, sentence 1 and sentence 2 of the Residence Act).

Section 18 a grants exceptions for qualified foreigners whose deportation has been suspended who have a German degree, as well as for foreigners with a foreign higher education qualification which is recognised or otherwise comparable to a German higher education qualification if they have held a job uninterruptedly for two years which is commensurate with their qualification. If foreign graduates of German higher education institutions have a job which is commensurate with their qualification and hold a residence permit in accordance with sections 18, 18a, 19a or 21 of the Residence Act, they may also already be granted a settlement permit in accordance with section 18b of the Residence Act, created as per 1 August 2012, after a shorter period of residence (two years instead of five) and if they satisfy the other conditions.

Furthermore, graduates are enabled to engage in gainful employment as highly-qualified persons in accordance with section 19 of the Residence Act and section 19a of the Residence Act. Pursuant to section 19 of the Residence Act, the category “highly-qualified” particularly includes academics with special expert knowledge, teachers and research fellows in a prominent function. These persons are to receive a settlement permit if no approval from the Federal Employment Agency is needed and it may be anticipated that the foreigner can make a living and integrate without state assistance.

With the “EU Blue Card” in accordance with section 19a of the Residence Act, graduates (as well as foreign skilled workers with a foreign university qualification or comparable professional experience) who are able to show an employment contract with

an annual salary of at least Euro 44,800 can receive a residence permit of at first up to four years. The salary threshold is lower in occupations in which the shortage of skilled workers is particularly severe, including currently engineers, mathematicians, physicians and IT specialists. The "EU Blue Card" furthermore permits a settlement permit to be granted early in the case of the continuance of an employment contract that is commensurate with the qualification. Further possibilities for residence permits for the purpose of gainful employment are enjoyed by researchers (section 20 of the Residence Act), as well as by the self-employed and the liberal professions (section 21 of the Residence Act).

2.2.4 The procedure for obtaining a residence permit for the purposes of studies

As a rule, international students must apply for a visa prior to entering the Federal territory. The prerequisites which must be met in order to grant a visa are always to be examined by the representation abroad, the immigration authority competent in Germany having to be consulted as a matter of principle (Parusel/Schneider 2012: 45 et seqq.).

The procedure for granting visas to students

When applying for a visa for the purposes of studies, it is necessary to prove, amongst other things, that the applicant has been admitted by an educational establishment (admission notice of an educational establishment or recognised higher education entrance qualification) and has sufficient means to ensure their livelihood. With regard to their livelihood, the funding of the first study year must be ensured as a rule. This is regarded as being guaranteed if the student has monthly funds corresponding to the amount of the monthly requirement as determined in accordance with sections 13 and 13a subs. 1 of the German Act on Education and Training Scholarships (BAföG) (section 2 subs. 3 sentence 5 of the Residence Act). Alternatively, the student can receive BAföG scholarships plus adequate health insurance as proof of the assured means of subsistence (Renner 2011: 396). The monthly requirement or maximum amount of BAföG (including health and long-term care insurance supplement) is currently Euro 670, so that at least Euro 8,040 must be proven as means of subsistence for a year. Furthermore, proof of health insurance cover is demanded. It is presumed that there is adequate health insurance cover if the student has concluded health insurance in accordance with the range of services of a German statutory health insurance fund (No. 2.3.5.2 of the General Administrative Regulation on the Residence Act). As any other national visa for longer-term residence (see section 31 subs. 1 sentence 1 No. 1 of the Residence Act)[17], the visa for the purposes of studies requires as a matter of principle the explicit consent of the immigration authority competent for the future place of residence. In order to accelerate the issuance of visas, the approval of the foreigners office is automatically given if it does not object the visa application within three weeks or indicate that it needs additional time to process the application (section 31, paragraph 1, sentence 1 of the Residence Ordinance).

Exemptions from the visa obligation and relaxations of visa regime for specific groups of individuals

Certain cases, which are regulated in the Residence Ordinance, do not require the consent of the competent immigration authority. This applies, amongst others, to foreigners who receive for studies in Germany a scholarship from a German research community or a German public agency which awards scholarships from public funds, and which are passed on by this agency.[18] Also no consent is needed to grant a visa for accompanying spouses and partners, as well as for minor unmarried children (section 34 sentence 1 No. 3 of the Residence Ordinance). Also foreigners who have a German higher education entrance qualification as graduates of German schools abroad and would like to study in the Federal territory ("foreign persons who

17 The grant of a national visa is contingent on studies being the main purpose of the residence. Evening, weekend or correspondence studies do not qualify since another main purpose of the residence (e.g. gainful employment) is presumed to apply. A Schengen visa is granted for short-term stays which serve merely to take examinations or to satisfy the obligation of several weeks of attendance when participating in one-semester study programmes (see No. 16.0.4 of the General Administrative Regulation on the Residence Act). By contrast, a category D visa for the purposes of studies can be granted to attend language courses in preparation for courses of study, an introductory course for foreign students or a planned stay for the purpose of applying for a study place (section 16 subs. 1 and 1a).

18 The fee for the residence title is also waived for this group of scholarship students.

have acquired their entitlement to study in Germany from abroad"), have been exempt since 1 July 2011 from the requirement to obtain consent (Bundestag 2012: 6). Furthermore, with stays of up to one year, the representation abroad may decide on granting the visa on its own authority in special cases. This is possible, for instance in case of intra-EU mobile students from third countries (section 16 subs. 6 of the Residence Act) who are enrolled in another EU Member State and who come to Germany on an exchange programme.

Further relaxations in the visa procedure are also enjoyed by scholarship students of the Chinese Scholarship Council, as well as by recipients of DAAD-managed government scholarships, since the consent of the competent immigration authority is not regarded as being necessary with these scholarship programmes.

As a matter of principle, nationals of states who may enter the EU for short stays without a Schengen visa under European law do need a national visa for longer-term stays – that is when they wish to take up studies in Germany. Exceptions apply to family members from the countries specified in section 41 of the Residence Ordinance.[19] Candidate students or students from these countries can therefore enter as a matter of principle without needing a visa and apply for a residence permit for the purposes of studies directly from the competent immigration authority in Germany – that is after having entered.

2.2.5 Misuse regarding residence permits issued for the purposes of studies

Cases of abuse may occur in general with all residence permits. Against the background of the limited duration of the residence for the purpose of study, which additionally entails a not inconsiderable effort with regard to the proof to be submitted and the annual or biannual interviews, the risk of abuse can be well monitored by the competent immigration authority. No cases of systematic abuse of student status in the Federal territory are currently known.

The danger of the abuse of opportunities to immigrate to Germany for the purposes of studies is reduced amongst other things by the establishment of Academic Evaluation Centers (APS). These have been established in China, Mongolia and Vietnam. The backdrop was that the number of applicants from China to study in Germany grew considerably from 1999 onwards. The Conference of Ministers of Culture and Education considered that the numbers of applications, content and linguistic shortcomings in the documents, as well as an acute risk of falsification, necessitated a more careful examination of the documents than it had been possible to carry out previously. It was also observed that many applicants presented falsified references and certificates or obvious courtesy references of expert or linguistic preliminary knowledge. The visa procedure by itself was unable to guarantee that compliance with the prerequisites for access was adequately examined (KMK 2006: 3). The first APS was established in China in July 2001 in order to support the work of the visa office of the German Embassy in Beijing and to facilitate a detailed examination of the application documents. The APS is a service facility of the cultural department of the German Embassy in Beijing in cooperation with the DAAD. The APS monitors the correctness of the certificates submitted and determined by the evaluation proposals of the Conference of Ministers of Culture and Education for China (HRK 2012a). Further APS were established for Mongolia in Ulan Bator (July 2006) and for Vietnam in Hanoi (January 2007). Study applicants from these states are only admitted if they are able to submit the certificate of the APS as proof of meeting the prerequisites for taking up a first course of studies stipulated by the Conference of Ministers of Culture and Education (KMK 2006: 1).

2.2.6 Family reunification of and to join international students

Family reunification involving foreign family members joining persons living in Germany is regulated in sections 27-36 of the Residence Act. As a matter of principle, only minor, unmarried children and spouses

19 Australia, Israel, Japan, Canada, New Zealand, South Korea and the United States of America. The same applies to nationals of Andorra, Honduras, Monaco and San Marino who do not wish to engage in gainful employment, with the exception of the activities named in section 17 subs. 2 of the Residence Ordinance.

or partners[20] are entitled to join foreigners living in Germany and Germans. On principle, reunification is only granted to members of the nuclear family. The conditions and discretionary standards for regulating reunification, as well as for the residence permit granted, are closely related to the legal status of the family member living in Germany (see Kreienbrink/Rühl 2007).

In the case of international students, three scenarios present themselves as a rule: (a) spousal reunification to join a German in accordance with section 28 subs. 1 sentence 1 No. 1 of the Residence Act, (b) family reunification as a parent of a minor unmarried German in accordance with section 28 subs. 1 sentence 1 No. 3 of the Residence Act, and (c) spousal reunification to join a foreign person in Germany in accordance with section 30 subs. 1 of the Residence Act.

If the international student marries a German during his/her studies in the Federal territory whose habitual place of residence is in the Federal territory, or has a child with a German, the possibility exists to change from a residence permit in accordance with section 16 subs. 1 of the Residence Act to a residence permit in accordance with section 28 subs. 1 sentence 1 No. 1 or 3 of the Residence Act. A foreign student who has held his/her residence permit to create a family community for three years is as a rule issued a settlement permit after this period as long as the family community with the German spouse continues and there is no reason for expulsion. The condition that the person can communicate in simple German is met as a rule through studies at a German higher education institution (section 28 subs. 2 of the Residence Act).

Spousal reunification involving a spouse joining an international student is possible in accordance with section 30 subs. 1 of the Residence Act, which regulates reunification of the spouse with a foreigner who lives in Germany. This is initially contingent on the student or the foreigner in general and the spouse having, amongst other things, adequate living space available (section 29 subs. 1 No. 2 of the Residence Act). A right to be granted a residence permit in accordance with section 30 subs. 1 of the Residence Act furthermore only arises if both spouses are over 18 and the spouse joining the other spouse as a rule is at least able to communicate in German on a basic level (corresponding to level A1 of the Common European Framework of Reference for Languages) (section 30 subs. 1 of the Residence Act). Moreover, their livelihood must be secure. The marriage must have already existed when the student's residence permit was granted, and it must be anticipated that the duration of the residence will be more than one year. This means that the foreign student must have enrolled in a programme of studies lasting at least one year, which may not be the case with more recent one-year Master's programmes. The possibility for a spouse to join a foreign student is, furthermore, given by the provision contained in section 30 subs. 1 No. 3 (d) of the Residence Act. Accordingly, a spouse would be permitted to join a foreign student if the latter has held a residence permit for two years, and a further extension of the residence for the purposes of studies and the subsequent granting of a settlement permit is not ruled out on the basis of a legal provision. Spousal reunification in accordance with section 30 of the Residence Act is not contingent on the spouse immigrating from abroad, but it is also possible for foreign students who are already in the Federal territory to obtain a residence permit in accordance with section 30 of the Residence Act by marrying a foreigner who is also resident in Germany. Minor unmarried children of a foreigner, and therefore also those of international students, may join them in accordance with section 32.

20 The provisions on spousal reunification to join Germans and foreigners apply to reunification with same-sex partners accordingly. However, it must be a registered civil partnership within the meaning of the German Civil Partnerships Act (*Lebenspartnerschaftsgesetz*) or a civil partnership recognised in accordance with foreign law the structure of which essentially corresponds to the German civil partnership (see Hessisches Ministerium des Innern und für Sport (2012): Aufenthalt aus familiären Gründen, online: http://www.hessenfinder.de/modules/bs/serviceportal/index.php?mode=static&OP%5B0%5D%5Bc%5D=contentdiv&OP%5B0%5D%5Bf%5D=search&OP%5B0%5D%5Bp%5D%5BLLG_ID%5D=10143657&dclp=c00f5b87394fc6a7c6aafb3ae7bbf0fe&fs=0 (27 July 2012)).

3 The practical framework for international students

3.1 Measures to attract international students

3.1.1 Nationwide strategies

International cooperations with regard to education are the basic pillars of German foreign culture and education policy. They are to create trust and mutual understanding and to form the basis for long-term partnerships. In addition, international education policy plays a major role in the global competition for retaining the best people and to ensure the long-term success of Germany as an economic location (Bundesregierung 2012: 5). The Federal Government adopted the "Strategy for the internationalisation of the academic and research community" in February 2008. The strategy is to increase in a well-directed way the coherence of the internationalisation activities in the entire German education and research community (BMBF 2008). This is helped by targeted advertising activities and the spread of information abroad, as well as by making it easier for international students to pursue studies in Germany.

International higher education marketing

Germany as a place to study is systematically publicised by international higher education marketing. To this end, the German Rectors' Conference and the DAAD established the GATE Germany higher education consortium in 2001.[21] GATE Germany offers an organisational platform for a marketing concept for German higher education institutions which comprises broad, diverse activities (e.g. publications, seminars, international higher education fairs and congresses). This is to help make German higher education institutions more attractive for international talents. With the financial support of the Federal Ministry of Education and Research, the DAAD organised participation by German higher education institutions and research facilities at international higher education fairs in 17 countries in 2010. Overall, German higher education institutions took part in roughly 230 international recruitment and networking fairs in the context of GATE in 2010. The Study in Germany – Land of Ideas marketing campaign[22], the worldwide DAAD network and the DAAD placement platform entitled PhDGermany[23] are further measures intended to make German higher education institutions more attractive internationally (Bundesregierung 2012: 21 et seq.).

Information for international students on applying for a study place is provided by the Application Services for International Students (uni-assist)[24]. A further information platform is Studienwahl.de, which also offers information for international students, amongst other things.[25] It is provided by the *Länder* of Germany together with the Federal Employment Agency.

21 See Gate Germany (2012): Ihr Partner für internationales Hochschulmarketing, online: www.gate-germany.de (27 July 2012).

22 See Study in Germany (2012): Land of Ideas, online: www.study-in.de/en (27 July 2012).

23 See DAAD - Deutscher Akademischer Austauschdienst (2012): PhDGermany - Die Vermittlungsplattform zum Promovieren und Forschen in Deutschland, online: www.phdgermany.de (27 July 2012).

24 See Uni-assist (2012): Helfer und Dienstleister, online: www.uni-assist.de/uni-assist.html (27 July 2012).

25 See BA/KMK - Bundesagentur für Arbeit/Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (2012): Studienwahl.de, online: www.studienwahl.de (27 July 2012).

The systematic recognition of foreign qualifications for the purposes of studies

The Central Office for Foreign Education (ZAB), which is administered by the Conference of Ministers of Culture and Education, is the central advisory body for the recognition of foreign qualifications – school, occupational and higher education qualifications – in Germany. The ZAB serves as a service-provider for educational establishments, authorities and private individuals. In doing so, it draws up for instance expert reports on specific individual cases, including evaluations of certificates, or provides general information on specific countries and their education systems. Within the range of its services, the ZAB operates the anabin database (recognition and evaluation of foreign education documentation). Information on higher education facilities, types of qualification and degrees, as well as background information on more than 180 countries, can be called up in the database. It also categorises foreign higher education qualifications and degrees in comparison to their German equivalents. This is to make it easier amongst other things to recognise foreign higher education qualifications in the admission of international students. Anabin exists in a version for authorities, as well as a version which is accessible to the public and is limited to offering the essential information.[26]

3.1.2 The strategies of the *Länder* and of the higher education institutions

Written questionnaires were sent to the education ministries of the Federal *Länder* in order to evaluate the strategies at *Länder* level.[27] The information below is based on the information provided by the *Länder*.

The *Länder* have a variety of approaches to position themselves as a place to study for international students, as well as to recruit international students as specialists after completion of their studies at a German higher education institution. Some *Länder* make great efforts to develop and implement relevant measures and to interconnect these through a strategic overall concept. These include Baden-Württemberg, Bavaria, Hamburg, North Rhine-Westphalia, Saxony and Saxony-Anhalt. Other Federal *Länder* have developed measures which are not however incorporated into a comprehensive strategy, such as Bremen, Lower Saxony and Schleswig-Holstein. A third group of *Länder* has not implemented any specific measures regarding international students, but is in some cases encouraging the higher education institutions via target agreements to take internationalisation measures. These *Länder* include Berlin, Brandenburg and Mecklenburg-Western Pomerania.

Strategies for recruiting international students have a variety of goals: The *Länder* have very frequently mentioned ensuring the supply of skilled workers and retaining the competitiveness of the economy (named by five *Länder*). Another goal that was mentioned several times is to better position the higher education institutions of the respective *Land* at international level, that is to market them on the international education market and hence to make them more attractive for foreign students (named by five *Länder*). Furthermore, it is mentioned in individual cases that cosmopolitanism, tolerance and the recognition of the achievements of foreign cultures are to be encouraged among the student population through increased international cooperation. Also the national standing of the higher education institutions is to be improved through a larger share of international students. In part, cooperations with other higher education institutions are to be developed to become a strategic network. One Federal *Land* also stated its goal to export well-functioning elements of the German education system abroad.

Measures taken by the *Länder*

Baden-Württemberg, Bavaria, Bremen, Hamburg, Lower Saxony, North Rhine-Westphalia, Saxony, Saxony-Anhalt and Schleswig-Holstein furthermore stated when surveyed that they were carrying out specific measures to attract international students to study in

26 See KMK - Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (2012): Informationsportal zur Anerkennung ausländischer Bildungsabschlüsse, online: http://anabin.kmk.org/anabin-datenbank.html or www.anabin.de (27 July 2012).

27 The questionnaire was sent to all 16 education ministries of the *Länder*. The questionnaire consisted of two parts. Part 1 contained questions relating to measures and strategies of the *Länder* to recruit international students. Part 2 consisted of questions regarding measures and strategies of the *Länder* to make it easier for international students to take up employment in Germany once they have graduated. The questionnaire was answered by twelve *Länder*.

Germany in addition to the initiatives that are coordinated nationwide. These include scholarships, for instance to study at specific higher education institutions or institutes, as well as for nationals from specific regions, countries or courses of study. Generally, the scholarships are awarded by higher education institutions or higher education centres.

Six *Länder* stated that they promote their higher education institutions abroad and/or provided them with funding for marketing measures abroad. Promoting the respective *Land* as a place to study on business trips by representatives of the regional industry, establishing Internet portals and attending trade fairs by a special marketing enterprise[28], advertising at German schools abroad, as well as financial support for the higher education institutions at recruitment fairs, are among the relevant endeavours. In addition, several *Länder* provide funding from their budgets for higher education institutions which the latter are to use to develop support activities. Examples of this are the offer of English-language Master's courses and international Master's programmes. One *Land* states that it has set up a support centre[29] which amongst other things offers advice to new foreign students, also with regard to German immigration legislation. Participation in international universities, such as the German University in Cairo and the Vietnamese-German University, as well as the drafting of exchange programmes at *Land* level, for instance through bilateral agreements, are among the additional measures carried out. One Federal *Land* furthermore stated that it had already put forward motions in the Federal Council to improve the legal situation of international students (see section 2.2.3).

Higher education institutions

Individual higher education institutions were supported by the DAAD and their *Land* governments, e.g. Bremen, Hamburg and Brandenburg, in developing internationalisation strategies, for instance within the structural and development plans of the higher education institutions, as well as by virtue of political management tools (target and achievement agreements as well as systematic higher education funding stipulated in higher education contracts and).[30] Such target and achievement agreements can for instance record the advancement of the institutionalisation of exchange programmes with foreign partner higher education institutions to facilitate stays abroad and semesters abroad as a fulfilment characteristic for the goal of the "internationalisation of studies and teaching".

It can be observed nationwide that higher education institutions promote the mobility of both local and international students from abroad by establishing offices or departments for international affairs. Information events are being carried out more and more frequently, and the multilingual Internet presence for potential international students has been considerably expanded in recent years.

3.2 Measures and conditions for funding studies abroad

3.2.1 Scholarships

DAAD

The DAAD offers a number of scholarship programmes for different target groups, such as foreign students, doctoral candidates or researchers. The scholarships are mainly awarded for study and research stays at German higher education institutions. Applicants must apply from their country of origin. The programme "Study Scholarships for Graduates of All Disciplines" particularly targets international students (with a first academic qualification). The "Research Scholarships for Doctoral Candidates and Young Academics and Scientists" are available for all subjects, as well as to applicants from almost all regions of the world. In addition to these overarching programmes, the DAAD offers several smaller programmes targeting, for instance, students of specific

28 See Baden-Württemberg International (2012): Neue Perspektiven für Wirtschaft und Wissenschaft, online: www.bw-i.de (27 July 2012).

29 See Hamburg (2012): Hamburg Welcome Portal, online: www.welcome.hamburg.de (27 July 2012).

30 This also emerged from the survey of the *Länder* that was carried out for this study.

subjects or from specific countries or regions.[31] DAAD scholarships for foreign students and academics are largely funded by the Federal Foreign Office, and partly also by the Federal Ministry for Economic Cooperation and Development. Euro 129 million were earmarked for this in each of 2010 and 2011. The activities of the DAAD include scholarship programmes with specific regional foci, e.g. "Afghanistan education initiative" and "Action Africa" (Bundesregierung 2012: 16).

The "Germany scholarship" (*Deutschlandstipendium*)

In addition to the programmes of the DAAD which specifically target persons who have acquired their entitlement to study outside Germany, international students can also apply for a "Germany scholarship". They do however compete with German students. The Germany scholarship is intended to support the best talented students in Germany. The private share of the scholarship funding is acquired by the higher education institutions, whilst the other half is donated by the Federal Government. Co-funding from private and state donors is to make it clear that many societal forces, and companies and foundations in particular, as well as private individuals (such as alumni) share a special responsibility for promoting talents and the young.[32] With the programme, the linking-up of the higher education institutions with their social environment is to be strengthened and the cornerstone created to establish a scholarship culture in Germany. Since the Scholarship Programme Act (Act to Create a National Scholarship Programme) of 21 July 2010 (*Gesetz zur Schaffung eines nationalen Stipendienprogramms – Stipendienprogramm-Gesetz*) came into force as per 1 August 2010, a legal basis has existed for the "Germany scholarship".

Other financial support

Scholarships are also awarded by other organisations. An overview is offered by the scholarships database of the Federal Ministry of Education and Research.[33]

There are however considerable access barriers for international students. In order to apply for scholarships, they must have the status of a foreigner who is resident in the Federal territory for a prolonged period. For instance, in order to apply to the institutions sponsoring the intellectually gifted[34], students must satisfy the same prerequisites as for drawing benefits in accordance with the German Act on Education and Training Scholarships, that is they must have a perspective to remain in Germany and already be socially integrated. Section 8 of the German Act on Education and Training Scholarships puts this into concrete form, listing for instance persons with a permanent right of residence in accordance with the Freedom of Movement Act/EU, a permanent EU residence permit or a settlement permit. Most persons who have acquired their entitlement to study outside Germany are hence not entitled to draw benefits in accordance with the German Act on Education and Training Scholarships. Similar conditions also apply to student loans from the government-owned *Kreditanstalt für Wiederaufbau* (KfW). Foreign persons who have acquired their entitlement to study from third countries only have a right to such loans if they are a dependant of a German or of an EU national and stay in the Federal territory with the German or EU national. Persons who have acquired their entitlement to study in Germany, by contrast, can apply for the KfW student loan as a matter of principle (Bundestag 2012: 11).

31 An overview of the DAAD scholarship programmes for foreigners can be found at: DAAD - Deutscher Akademischer Austauschdienst (2012): Übersicht der Stipendien und Förderprogramme des DAAD, online: http://www.daad.de/portrait/service/stipendien/15784.de.html?page=1&filter=1 (27 July 2012).

32 BMBF – Bundesministerium für Bildung und Forschung (2012): Das Deutschlandstipendium, online: www.deutschland-stipendium.de (27 July 2012).

33 See BMBF – Bundesministerium für Bildung und Forschung (2012): Stipendienlotse, online: www.stipendienlotse.de (27 July 2012).

34 See Stipendium Plus (2012): Begabtenförderung im Hochschulbereich, online: www.stipendiumplus.de (27 July 2012).

Having said that, a considerable proportion of the scholarships in Germany is also closed to persons who have acquired their entitlement to study in Germany although they are placed on an equal legal footing with German students under the law on higher education since they are contingent on German nationality or that of an EU/EFTA state. What is more, persons from third countries who have acquired their entitlement to study in Germany may not take part in binational state scholarship programmes since they are regarded in their countries of origin as persons who have acquired their entitlement to study abroad and are excluded from the procedure in Germany, despite their German higher education entrance qualification, because of their foreign nationality. Persons who have acquired their entitlement to study outside Germany and possess a foreign higher education entrance qualification from their country of origin, by contrast, would be entitled to participate.

3.2.2 Support services for international students

The STIBET (scholarship and advice programme) and PROFIN (programme to support the internationalisation of foreign students) programmes, managed by the DAAD, are to improve the career-related and social support provided to foreign students at higher education institutions. This is intended to increase cultural understanding at the higher education institutions, to promote foreign students' linguistic progress and advancement in their discipline, as well as to support their social integration (Bundesregierung 2012: 18).

Furthermore, the members' assembly of the German Rectors' Conference adopted the National Code of Conduct for German Universities Regarding International Students in November 2009. This list of measures aims to set minimum standards for the fields of information, advertising, admission, support and follow-up services to further improve the advice provided to foreign students. Member universities of the German Rectors' Conference can voluntarily accede to the Code. They may accede if the standards set in the Code can be reached within six months (HRK 2009).

Further measures implemented by higher education institutions in order to improve the support provided for international students include orientation weeks organised by the International Offices at the start of the semester, as well as "study buddy" programmes (such as contacts for students), which are to foster an exchange between international and German students. Each participating international student receives the details of a German contact. Similar interests and subjects studied are taken into account in the placement.

In addition to support during studies, platforms for the follow-up of alumni are being created. The Alumni Portal Germany,[35] which is specifically orientated towards foreign graduates of German higher education institutions, is operated jointly by the DAAD, the Goethe Institut, the Alexander von Humboldt Foundation, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the Centre for International Migration and Development (CIM). The Federal Foreign Office and the Federal Ministry for Economic Cooperation and Development provide its funding.

3.2.3 Gainful employment during studies

Foreign students have been permitted by the legal amendments connected with the transposition of the EU's directive on highly-qualified persons (Directive 2009/50/EC)[36] since 1 August 2012 to work for 120 whole or 240 half-days during their studies (see section 2.2.2). However, these provisions do not allow to add up individual hours worked to a half or a single working day.

Secondary employment is the most important source of funding for persons who have acquired their entitlement to study outside Germany: 54 % relied on secondary employment to fund their studies in 2009, followed by support from their parents (44 %), a scholarship (25 %), savings (12 %) and support from a partner (10 %) (Isserstedt/Kandulla 2010: 38).[37] The employment rate, that is the percentage of persons who have acquired their entitlement to study outside Germany stating that they frequently or continually worked in addition to their studies, was between

35 APD - Alumniportal Germany (2012): Alumniportal-Deutschland, online: http://www.alumniportal-deutschland.org/ (27 July 2012).

36 Council Directive 2009/50/EC of 25 May 2009 on the conditions of entry and residence of third-country nationals for the purposes of highly qualified employment.

37 Multiple answers were possible.

52 % and 59 % during the semester in 2009, and in the "lecture-free period" it was between 49 % and 54 % (Isserstedt/Kandulla 2010: 43 et seq.).

Persons who have acquired their entitlement to study outside Germany are mostly excluded from state benefits such as BAföG scholarships under the German Act on Education and Training Scholarships (see section 3.2.1) or housing benefit. This makes secondary employment more important to ensure a livelihood (see also section 4.4.3 on access to the labour market).

3.2.4 Entitlement to social benefits

Persons who have acquired their entitlement to study outside Germany can de facto not draw social benefits since they must leave the country if they draw them: So that international students can obtain a residence permit, they must satisfy the assured means of subsistence in accordance with section 5 subs.1 sentence 1 No. 1 in conjunction with section 2 subs. 3 sentence 5 of the Residence Act (Renner 2011: 395 et seq.).[38]

A right of residence that is only valid for studies is endangered if international students or their dependants are able to claim social benefits. They do not have to actually draw them. Drawing social benefits signifies that they are no longer able to secure their own livelihoods, and thus they fail to satisfy an essential condition for receiving a residence permit for the purposes of studies. Exceptions only apply in rare cases, such as pregnancy. No. 2.3.1.1 of the General Administrative Regulation on the Residence Act refers in this regard to the evaluations and to the principle of proportionality in Art. 6 of the Basic Law: "Accordingly, the drawing of individual assistance in accordance with Book II or XII of the Social Code (SGB) is immaterial in rare exceptional cases, for instance when drawn by students because of a pregnancy."

38 Proof of the income and assets of the parents, of a scholarship or an undertaking in accordance with section 68 of the Residence Act may be used as documentation. In addition, a frozen account or a bank guarantee in Germany in the amount of the necessary funds for at least the next semester is sufficient.

4 Statistical data on international students in the course of their studies

4.1. Taking up studies

4.1.1 New international students (by type of residence permit)

The figures in this section are based on the data of the Central Register of Foreigners. Foreign students are students who entered Germany for the purposes of studies. Generally, they possess a foreign higher education entrance qualification, and hence have acquired their entitlement to study outside Germany. Foreign students, with or without German higher education entrance qualification, who reside in the Federal territory with another residence permit than for the purposes of studies cannot be separately identified on the basis of the data of the Central Register of Foreigners that were used (see section 1.2).

The immigration of foreigners to Germany has increased continually in recent years; the number of new residence permits issued rose from just under 200,000 in 2006 to more than 265,000 in 2011.[39] The number of newly-entered foreign students rose from 25,663 to 36,607 in the same period (see Table 4). The percentage of immigration for the purposes of studies in 2011, at almost 14 %, was slightly higher than in 2006 (13 %), an increase of up to 16 % being recorded in 2009 (see Table 5). The slight increase in the percentage of students which has occurred in the meantime can be explained by the decrease in the percentage of employment-related arrivals during the global economic crisis from the end of 2008 to 2009 (from 30,000 to 25,000). Since the economic situation in Germany has been recovering, the number of persons in gainful employment arriving has been rising again, so that the percentage of students is accordingly falling once more. Immigration not directly affected by the economic situation, for instance for family reasons, has remained constant in the same period.

Foreign students who receive a residence permit for the purposes of studies (section 16 subs. 1 of the Residence Act) can already be in the Federal territory as students in the broader sense of the word if they had a residence permit in accordance with section 16 subs. 1a or subs. 5 of the Residence Act as applicant students or to attend a language course. This applies to a rather large number of students. In total, 1,083 persons received a residence permit in 2011 for the purposes of studies following on from a residence permit for the purpose of applying for a study place or to attend language courses or school. A very small share of persons received a residence permit for the purposes of studies following on from a residence permit for intra-European exchange students (section 16 subs. 6 of the Residence Act; see section 5.2); these are students who changed from studies at a higher education institution in another EU Member State to a German higher education institution (see Table 16).

The number of individuals who were granted a residence permit for the purposes of studies following on from a residence permit to attend language courses or school in Germany (section 16 subs. 5 of the Residence Act) increased annually (from approx. 250 in 2006 to 850 in 2011) (see Table 6). Although it is not obligatory to attend language courses in order to take up studies at German higher education institutions, the relatively

39 The data from the Central Register of Foreigners were requested for the first entry and/or re-entry of the respective year as per 31 March of the following year in order to take subsequent registrations into account.

Table 4: Arrivals of non-EU nationals by type of residence permit* (2006-2011)

	Residence permits							Settlement permit	EU residence permit	Permission to remain and temporary suspension of deportation	Total***	
	Studies	Language course, school attendance	Other training	Gainful employment**	Humanitarian reasons	Family reasons	Special/ other reasons					incl. female
2006	25,663	4,592	4,468	29,408	2,389	55,048		1,821			197,513	
2007	26,785	5,011	4,756	28,349	4,801	53,656		3,512		12,826	185,735	
2008	29,624	5,062	5,338	30,208	6,787	50,268	2,445	3,284	3,653	16,252	190,353	88,242
2009	31,428	4,906	4,743	25,914	7,567	47,885	2,495	3,805	3,100	20,966	197,873	91,106
2010	35,643	5,483	4,904	29,267	8,242	54,034	6,525	4,201	3,969	33,602	232,007	110,972
2011	36,607	5,233	4,862	37,242	6,903	53,496	4,078	5,322	5,041	36,510	265,728	118,248

Source: Central Register of Foreigners, first entry and/or re-entry in the respective year, as per 31 March of the following year; see BAMF 2012; BMI/BAMF, 2007, 2008, 2010, 2011, 2012; own presentation.

Note: * Including nationals of states to which the EU right of free movement applies, and not including foreign children born in Germany.

** The "Gainful employment" category includes both those individuals who have been granted a residence permit for the purpose of employment in accordance with section 18 of the Residence Act and those who immigrated as researchers (section 20 of the Residence Act) and as self-employed (section 21 of the Residence Act).

*** The difference between the total of the residence permits listed and the "Total" column is explained by the fact that the table does not contain all types of residence status, such as applicants.

Table 5: Share of foreigners with a residence permit for the purposes of studies among total immigration by non-EU nationals (2006-2011)

2006	2007	2008	2009	2010	2011
13.0%	14.4%	15.6%	15.9%	15.4%	13.8%

Source: Central Register of Foreigners, first entry and/or re-entry in the respective year, as per 31 March of the following year; see BAMF 2012; BMI/BAMF, 2007, 2008, 2010, 2011, 2012; own calculations.

large share of persons who had held a residence permit to attend language courses prior to student status indicates that these are used to prepare for studies. This is also explained by the fact that attendance at "Studienkollegs" (preparatory colleges), which is obligatory for the recognition of a foreign secondary school-leaving qualification, is contingent on a knowledge of German, and hence candidate students and those attending language courses may overlap.

A large share of the individuals received a residence permit for the purposes of studies following on from a residence permit for other purposes – i.e. not purposes which can be attributed to studies in the broader sense (see Table 7). This applies for instance to persons with a residence permit for employment purposes (1,723 in 2011). This might be connected to more difficult access to the labour market: The recognition of foreign qualifications is being systematically tackled,[40] but a qualification or an additional qualification acquired from a German higher education institution could tangibly improve a person's chances on the labour market, so that a large number of foreigners opt to study (see section 4.4.3).

40 See BMBF – Bundesministerium für Bildung und Forschung (2012): Anerkennung von ausländischen Berufsabschlüssen, online: http://www.anerkennung-in-deutschland.de/html/de (27 July 2012).

Table 6: Award of a residence permit for the purposes of studies (section 16 subs. 1 of the Residence Act) following on from a residence permit for the purposes of studies in the broader sense (2006-2011)

	2006	2007	2008	2009	2010	2011
Section 16 subs. 1a (applying for a study place)*			82	201	242	233
Section 16 subs. 5 (attending language courses, attending school)	254	372	460	608	766	850
Section 16 subs. 6*				9	8	16

Source: Central Register of Foreigners, as per: 30 March 2012.

Note: * This residence purpose was introduced as per 28 August 2007.

Table 7: Award of a residence permit for the purposes of studies (section 16 subs. 1 of the Residence Act) following on from a residence permit for other purposes (2011)

Residence permit						Settlement permit	Total
Job-seeking after studies	Other training	Gainful em ployment	Humanitarian reasons	Family reasons	Special/ other reasons		
216	360	1,723	16	145	67	1	2,528

Source: Central Register of Foreigners, as per: 30 April 2012; own calculations.

Table 8: Period of validity of international students' residence permits on the date of issuance (2011)

Months	<1	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	31-33	34-36	>36	Total
No.	120	3,993	9,468	7,680	32,683	8,708	4,884	4,076	32,139	4,240	1,184	288	524	2,220	112,207
As % of total	0.1%	3.6%	8.4%	6.8%	29.1%	7.8%	4.4%	3.6%	28.6%	3.8%	1.1%	0.3%	0.5%	2.0%	100%

Source: Central Register of Foreigners, as per: 31 December 2011; own calculations.

The validity of the residence permit is to be between one and two years when awarded in accordance with the Residence Act (see section 2.2.3). With regard to the residence permits that were valid as per 31 December 2011 in accordance with section 16 subs. 1 of the Residence Act, the most frequently issued validity when first awarded was between ten and twelve months (29.1 %) and between 22 and 24 months (28.6 %) (see Table 8). Validities of more than two years suggest students holding several-year scholarships. Residence permits with a validity of less than one year may have been issued for studies limited to several months, such as exchange semesters, laboratory internships or guest student programmes. Further reasons might be that the funding of the study was not properly secured or that residence permits were awarded on a temporary basis (so-called fictions) by reason of the competent immigration authority not yet being able to finally make a decision.

4.1.2 New foreign students at German higher education institutions

The data on new students come from calculations of the Higher Education Information System, which in turn are based on the student statistics of the Federal Statistical Office. They include all new students enrolled, and distinguish between German nationals and foreigners. The foreign students are broken down by

higher education entrance qualification, i.e. by persons who have acquired their entitlement to study in vs. outside Germany. The foreign students include not only third-country nationals, but also nationals from EU and EFTA states. The data can hence not be compared with the data of the Central Register of Foreigners, which are based on residence permits issued (see section 1.2).

The number of the new students in Germany is increasing. The total number has risen in the past five years from approx. 345,000 new students in 2006 to 445,000 in 2010 (see Table 9). The increase among Germans (almost 30 %) and persons who have acquired their entitlement to study in Germany[41] (39 %) exceeded that of persons who have acquired their entitlement to study outside Germany (24 %). The reasons for this nationwide trend can be found in the demographic increase in the number of juveniles, the parallel increase in the rate of persons entitled to study, as well as the double *Abitur* years caused by educational reforms[42], which also occurred in some Federal *Länder* in 2011 and 2012 (Autorengruppe Bildungsberichterstattung 2010: 121). The suspension of compulsory military service was added to these factors from the WS 2011/2012 onwards.

41 Persons who have acquired their entitlement to study outside Germany are counted as being enrolled as students in the first university semester even if they have already studied for several semesters at a foreign university, and hence – according to the German system – are studying in a higher degree course semester. Exchange students are recorded as new students.

42 Saxony-Anhalt 2007, Mecklenburg-Western Pomerania 2008, Saarland 2009, Hamburg 2010, Bavaria and Lower Saxony 2011, Baden-Württemberg, Berlin, Brandenburg and Bremen 2012.

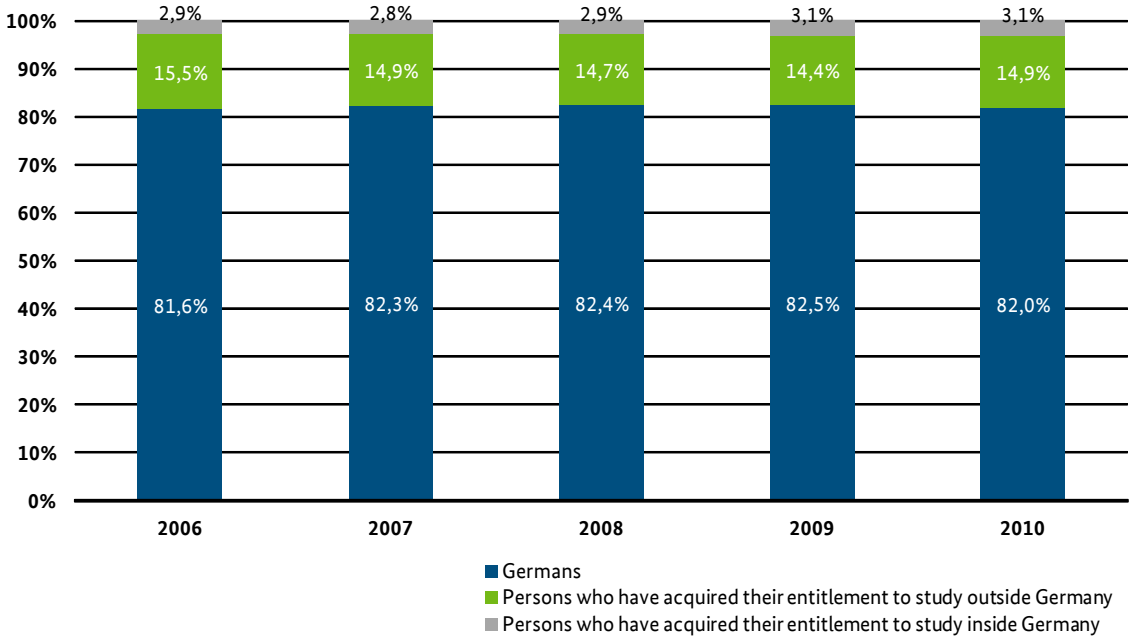
Table 9: German students, new students who have acquired their entitlement to study in and outside Germany (2006-2010)

	2006		2007		2008		2009		2010	
	No.	Year on-year increase in %	No.	Year on-year increase in %	No.	Year on-year increase in %	No.	Year on-year increase in %	No.	Year on-year increase in %
Germans	281,409	-3.0%	297,332	5.7%	326,801	9.9%	350,249	7.2%	364,478	4.1%
Persons who have acquired their entitlement to study outside Germany	53,554	-4.0%	53,759	0.4%	58,350	8.5%	60,910	4.4%	66,413	9.0%
Persons who have acquired their entitlement to study in Germany	9,859	-1.4%	10,269	4.2%	11,459	11.6%	13,114	14.4%	13,717	4.6%
Total	344,822	-3.1%	361,360	4.8%	396,610	9.8%	424,273	7.0%	444,608	4.8%

Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: Each study year is comprised of one summer and one winter semester, starting in April and October, respectively. Figures including dual nationality.

Figure 1: Share of Germans, persons who have acquired their entitlement to study in Germany and persons who have acquired their entitlement to study outside Germany among all new students (2006-2010)



Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: Each study year is comprised of one summer and one winter semester, starting in April and October, respectively. Figures including dual nationality.

The percentage of persons who have acquired their entitlement to study outside Germany among all new students has remained constant in recent years, at approx. 15 %; the percentage of persons who have acquired their entitlement to study in Germany also remained at the same level (approx. 3 %), as did that of Germans (see Figure 1).

Continuity can also be observed when it comes to the spread of the countries of origin of persons who have acquired their entitlement to study outside Germany. A major share of the latter comes from another EU State, particularly from France, Spain and Poland (marked blue in Table 10). The main countries of origin among third-country nationals who have acquired their entitlement to study outside Germany are China, Russia and the USA. The fourth place is regularly taken by Turkey.

Table 10: New students who have acquired their entitlement to study outside Germany by top 10 countries of origin (2006-2011)

SS 2006			WS 2006/07			SS 2007			WS 2007/08			SS 2008		
Country of origin	No.	% of total	Country of origin	No.	% of total	Country of origin	No.	% of total	Country of origin	No.	% of total	Country of origin	No.	% of total
Poland	918	6.5%	China	3,017	7.6%	China	1,060	7.4%	China	3,472	8.8%	China	1,142	7.3%
USA	884	6.3%	France	2,746	7.0%	USA	994	7.0%	France	2,517	6.4%	USA	1,141	7.3%
China	839	6.0%	Poland	2,551	6.5%	Poland	912	6.4%	Poland	2,469	6.3%	Poland	831	5.3%
France	658	4.7%	Spain	2,254	5.7%	France	688	4.8%	Spain	2,276	5.8%	France	735	4.7%
Russia	579	4.1%	Russia	1,933	4.9%	Russia	581	4.1%	Russia	1,987	5.0%	Russia	713	4.5%
Turkey	562	4.0%	USA	1,761	4.5%	Turkey	563	3.9%	USA	1,744	4.4%	Austria	661	4.2%
Italy	459	3.3%	Italy	1,626	4.1%	Italy	504	3.5%	Italy	1,654	4.2%	Italy	568	3.6%
Austria	438	3.1%	Turkey	1,508	3.8%	Austria	385	2.7%	Turkey	1,583	4.0%	Turkey	538	3.4%
Brazil	353	2.5%	Austria	1,060	2.7%	Hungary	362	2.5%	Austria	1,112	2.8%	South Korea	408	2.6%
Spain	344	2.4%	Bulgaria	1,013	2.6%	Brazil	356	2.5%	Ukraine	869	2.2%	Brazil	405	2.6%
all countries	14,086	100%	all countries	39,468	100%	all countries	14,263	100%	all countries	39,496	100%	all countries	15,680	100%

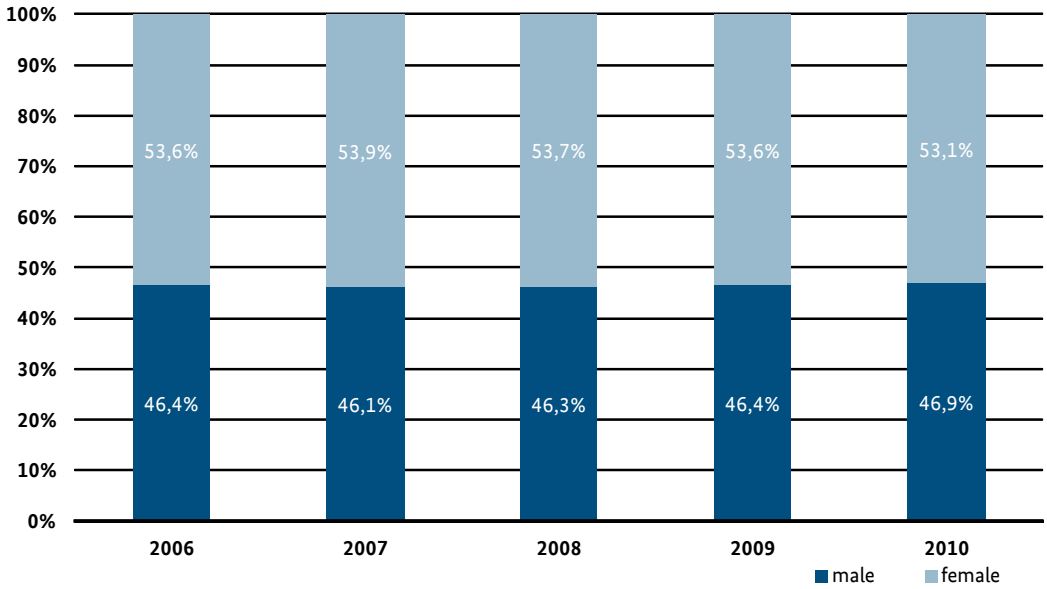
WS 2008/09			SS 2009			WS 2009/10			SS 2010			WS 2010/11		
Country of origin	No,	% of total	Country of origin	No,	% of total	Country of origin	No,	% of total	Country of origin	No,	% of total	Country of origin	No,	% of total
China	4,009	9.4%	China	1,342	8.2%	China	4,271	9.6%	USA	1,627	9.1%	China	4,711	9.7%
France	2,862	6.7%	USA	1,324	8.1%	France	2,835	6.4%	China	1,464	8.2%	Spain	3,091	6.4%
Spain	2,468	5.8%	France	850	5.2%	Spain	2,712	6.1%	France	825	4.6%	France	2,959	6.1%
Poland	2,155	5.1%	Russia	754	4.6%	USA	2,062	4.6%	Turkey	749	4.2%	Russia	2,396	4.9%
Russia	2,047	4.8%	Poland	710	4.3%	Russia	2,036	4.6%	Russia	740	4.2%	USA	2,324	4.8%
USA	1,946	4.6%	Austria	702	4.3%	Poland	1,934	4.3%	Austria	730	4.1%	Italy	2,101	4.3%
Italy	1,755	4.1%	Turkey	585	3.6%	Italy	1,911	4.3%	Poland	694	3.9%	Austria	1,989	4.1%
Turkey	1,524	3.6%	Italy	539	3.3%	Turkey	1,623	3.6%	Italy	599	3.4%	Poland	1,763	3.6%
Austria	1,467	3.4%	Brazil	457	2.8%	Austria	1,615	3.6%	India	513	2.9%	India	1,613	3.3%
India	879	2.1%	India	445	2.7%	India	1,200	2.7%	Brazil	441	2.5%	Turkey	1,602	3.3%
all countries	42,670	100%	all countries	16,435	100%	all countries	44,475	100%	all countries	17,817	100%	all countries	48,596	100%

Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: Including dual nationality.

More female than male students are recorded when it comes to the gender spread of new students who have acquired their entitlement to study outside Germany. The slight surplus of new female students has remained constant over the years. There were 53.1 % women and 46.9 % men in the study year 2010 (see Figure 2).

Figure 2: Gender spread of new students who have acquired their entitlement to study outside Germany (2006-2010)



Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: Each study year is comprised of one summer and one winter semester, starting in April and October, respectively.

4.2 Studies

4.2.1 International students (by type of residence permit)

The figures in this section are based on the data from the Central Register of Foreigners. They are data on third-country nationals who have a residence permit for the purposes of studies. Generally, they have a foreign higher education entrance qualification and hence have for the most part acquired their entitlement to study outside Germany. Foreign students with a foreign or German higher education entrance qualification who are in the Federal territory for another residence purpose are not captured.

Despite the increase in the number of new residence permits granted (see section 4.1.1), the number of residence permits issued in accordance with section 16 of the Residence Act fell between 2007 and 2011 from approx. 130,000 to 124,000 (see Table 11). If one breaks this total number down among the individual purposes of the residence of persons with student status, it is revealed that as per 31 December 2011 almost all (roughly 90 %) of persons resident for the purposes of studies were regular students (section 16 subs. 1 of the Residence Act). The remaining 10 % are spread among those attending language courses and school (section 16 subs. 5 of the Residence Act), at 6.5 %, as well as graduates, at almost 3 %. Candidate students (section 16 subs. 1a of the Residence Act) and intra-EU

mobile students (section 16 subs. 6 of the Residence Act) account for an extremely small share, at less than 1 %.

The number of valid residence permits in accordance with section 16 subs. 1 of the Residence Act fell by approx. 8,000 to 112,000 students from 2007 to 2011. One reason for the fall might lie in the global financial and economic crisis (Macready/Tucker 2011: 6). Since only 25 % of international students receive a scholarship, and the majority must fund themselves on their own or through their families, they particularly depend on the economic situation in both the country of origin and in the host country (Isserstedt/Kandulla 2010: 38). Another reason for the fall could be that nationals of the Central and Eastern European Member States[43] which acceded to the EU in 2004 have had full right of free movement since 1 May 2011. Hence, students from these states, who account for a significant group of the students residing in Germany who have acquired their entitlement to study outside Germany, are since then no longer required to hold a residence permit in accordance with section 16 subs. 1 of the Residence Act in order to take up studies in Germany.[44] Also, the implementation of Bachelor's and Master's degrees might have reduced the necessary time for graduation – one of the objectives of their implementation – and thereby might have contributed to the decline in the number of students.

43 Estonia, Latvia, Lithuania, Poland, Slovakia, Slovenia, the Czech Republic and Hungary.

44 Additionally, it is possible that, as a result of the introduction of the electronic residence title as per 1 September 2011, some of the residence titles applied for after this date do not appear in the statistics until 2012.

Table 11: Numbers of international students by type of residence permit (2007-2011)

	2007		2008		2009		2010		2011	
	No.	in % of total	No.	in % of total	No.	in % of total	No.	in % of total	No.	in % of total
acc. to section 16 subs. 1a (applying for a study place)*			276	0.2%	333	0.3%	305	0.2%	249	0.2%
acc. to section 16 subs. 1 (studies)	120,091	92.4%	118,718	91.5%	119,908	90.9%	120,947	90.7%	112,207	90.3%
acc. to section 16 subs. 4 (job-seeking after studies)	2,056	1.6%	2,683	2.1%	3,410	2.6%	3,752	2.8%	3,534	2.8%
acc. to section 16 subs. 5 (attending language courses, attending school)	7,764	6.0%	8,006	6.2%	8,224	6.2%	8,218	6.2%	8,082	6.5%
acc. to section 16 subs. 6 (intra-EU mobile students)*			36	0.0%	92	0.1%	129	0.1%	135	0.1%
Total	129,911	100%	129,719	100%	131,967	100%	133,351	100%	124,207	100%

Source: Central Register of Foreigners, as per: 31 December of the respective year; own calculations.

Note: * This residence purpose was inserted in the Residence Act as per 28 August 2007.

Table 12: Numbers of persons with a residence permit for the purposes of studies (section 16 subs. 1 of the Residence Act) acc. to the respective top 10 countries of origin (2007-2011)

Country of origin	2007 No.	2007 % of total
China	27,374	22.8%
Russia	6,983	5.8%
Turkey	6,662	5.5%
South Korea	6,031	5.0%
Cameroon	5,027	4.2%
Morocco	4,920	4.1%
Ukraine	4,609	3.8%
USA	3,800	3.2%
India	3,278	2.7%
Georgia	3,170	2.6%
all countries	120,091	100%

Country of origin	2008 No.	2008 % of total
China	26,721	22.5%
Russia	7,022	5.9%
South Korea	6,267	5.3%
Turkey	6,115	5.2%
Cameroon	4,711	4.0%
Ukraine	4,411	3.7%
Morocco	4,340	3.7%
USA	4,182	3.5%
India	3,189	2.7%
Georgia	2,862	2.4%
all countries	118,718	100%

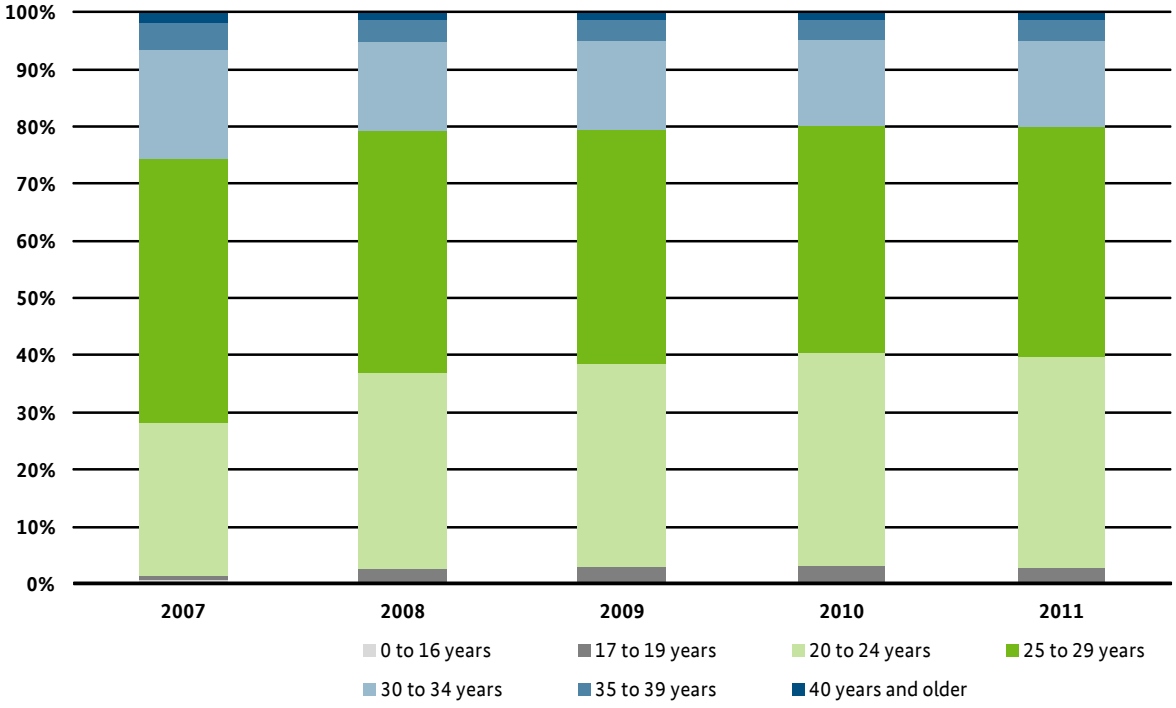
Country of origin	2009 No.	2009 % of total
China	26,785	22.3%
Russia	7,092	5.9%
South Korea	6,261	5.2%
Turkey	5,860	4.9%
USA	4,727	3.9%
Cameroon	4,605	3.8%
Ukraine	4,304	3.6%
Morocco	3,823	3.2%
India	3,556	3.0%
Vietnam	2,737	2.3%
all countries	119,908	100%

Country of origin	2010 No.	2010 % of total
China	26,524	21.9%
Russia	7,208	6.0%
South Korea	6,181	5.1%
Turkey	5,590	4.6%
USA	5,145	4.3%
Cameroon	4,524	3.7%
India	4,351	3.6%
Ukraine	4,274	3.5%
Morocco	3,382	2.8%
Iran	2,767	2.3%
all countries	120,947	100%

Country of origin	2011 No.	2011 % of total
China	23,676	21.1%
Russia	6,711	6.0%
South Korea	5,569	5.0%
Turkey	5,048	4.5%
USA	5,034	4.5%
India	4,344	3.9%
Ukraine	4,039	3.6%
Cameroon	3,994	3.6%
Iran	2,891	2.6%
Morocco	2,803	2.5%
all countries	112,207	100%

Source: Central Register of Foreigners, as per: 31 December of the respective year; own calculations.

Figure 3: Age spread of persons with a residence permit for the purposes of studies (section 16 subs. 1 of the Residence Act) (2007-2011)



Source: Central Register of Foreigners, as per: 31 December of the respective year; own calculations.

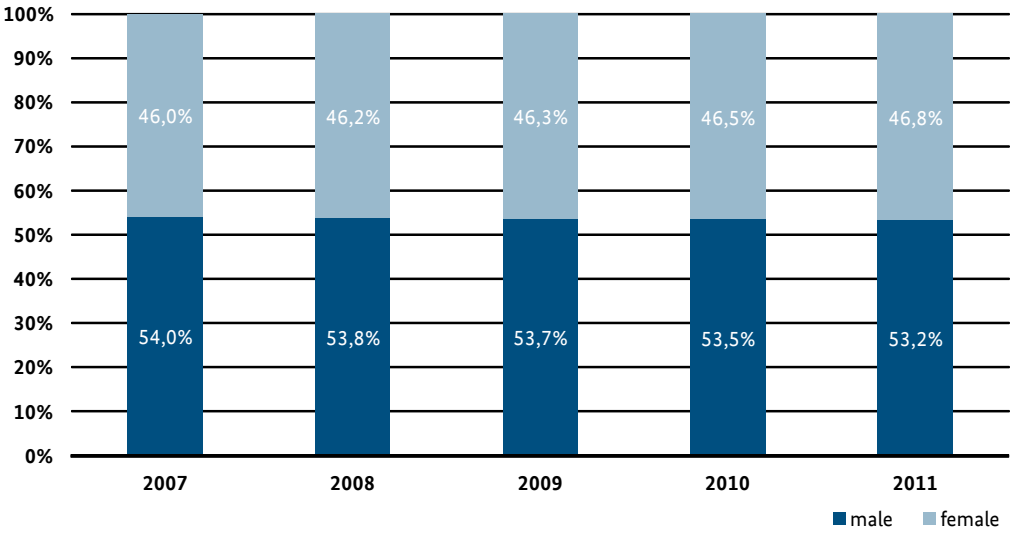
A constant spread has been recorded over the years as to the nationalities of international students. Chinese nationals account for the largest share by far (between 21 and 22 %). The second largest group are Russians (6 %), followed by South Koreans (5 to 5.5 %). Turkish students are the fourth-largest group, but unlike the previous groups a slight decline can be observed (from 5.5 % in 2007 to 4.5 % in 2011). A slight increase can be observed among US nationals and Indians. The absolute number of these students has not increased substantially, however.

The age structure of the resident international students has changed towards younger people in the reference period. As expected, the vast majority are aged between 20 and 29 (see Figure 3), albeit the share of 25 to 29 year-olds has fallen as against that of the under 25s. The share of the over 30s fell noticeably between 2007 and 2008, and somewhat less steeply in 2009, after which it remained relatively constant in 2010 and 2011. The rejuvenation of the international student population might be related to the conversion from the Diplom and Magister courses to the shorter Bachelor's and Master's courses in the context of the Bologna Process.

If one takes a look at the gender spread of persons with a residence permit for the purposes of studies, one notices that there is a preponderance of men (see Figure 4). The gap between the two genders is diminishing here slightly. As per 31 December 2011, the numbers were 46.8 % women and 53.2 % men.

Most persons with a residence permit in accordance with section 16 of the Residence Act had been in Germany for less than one year as per 30 April 2012 (31,635 or 25 %), followed by those who had already been in Germany for more than one year and fewer than two (25,404 or 20 %) and those with more than two but fewer than three years (18,477 or 14 %). Almost 60 % of third-country nationals hence spend fewer than three years in Germany, which may be caused by the shorter study programmes of the new Bachelor's and Master's courses which were introduced in the context of the Bologna Process.

Figure 4: Gender spread of persons with a residence permit for the purposes of studies (section 16 subs. 1 of the Residence Act) (2007-2011)



Source: Central Register of Foreigners, as per: 31 December of the respective year.

4.2.2 Foreign students at German higher education institutions

Just as those in the section on new students, the data on students are based on calculations of the Higher Education Information System, which in turn are based on the student statistics of the Federal Statistical Office. The data cover enrolled students and also include persons who have acquired their entitlement to study outside Germany who come from EU/EFTA countries. Thus, the data cannot be compared with those of the Central Register of Foreigners, which are based on residence permits issued (see section 1.2).

Table 13: Germans, students who have acquired their entitlement to study in and outside Germany (2006-2011)

	2006		2007	
	No.	Year-on-year increase in %	No.	Year-on-year increase in %
Germans	1,737,408	1.2%	1,732,674	-0.3%
Persons who have acquired their entitlement to study outside Germany	189,450	1.5%	188,436	-0.5%
Persons who have acquired their entitlement to study in Germany	58,907	-1.3%	57,933	-1.7%
Total	1,985,765	1.2%	1,979,043	-0.3%

	2008		2009	
	No.	Year-on-year increase in %	No.	Year-on-year increase in %
Germans	1,707,799	-1.4%	1,786,164	4.6%
Persons who have acquired their entitlement to study outside Germany	177,852	-5.6%	180,222	1.3%
Persons who have acquired their entitlement to study in Germany	55,754	-3.8%	58,921	5.7%
Total	1,941,405	-1.9%	2,025,307	4.3%

	2010		2011	
	No.	Year-on-year increase in %	No.	Year-on-year increase in %
Germans	1,876,403	5.1%	1,965,262	4.7%
Persons who have acquired their entitlement to study outside Germany	181,249	0.6%	184,960	2.0%
Persons who have acquired their entitlement to study in Germany	63,526	7.8%	67,072	5.6%
Total	2,121,178	4.7%	2,217,294	4.5%

Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: In each case including the figures on the winter semester (October to March). Figures include dual nationality.

The total number of persons enrolled who have acquired their entitlement to study outside Germany (from third countries and EU Member States) has fallen from almost 190,000 in 2006 to 185,000 in 2011 (see Table 13). This drop is caused mainly by the 5.6 % year-on-year fall in the number of students in 2008. Since 2008, the number of persons who have acquired their entitlement to study outside Germany has increased again slightly.

Persons who have acquired their entitlement to study outside Germany and originate from non-EU countries account for the larger share in comparison to persons who have acquired their entitlement to study outside Germany but originate from EU Member States (see Table 14). At 128,000, twice as many persons who have acquired their entitlement to study outside Germany and come from third countries were studying in 2011 than those originating from EU States. What is more, the number of persons who have acquired their entitlement to study outside Germany and come from third countries rose by roughly 7,000, or almost 6 %, between 2008 and 2011, whilst the number of students who had acquired their entitlement to study outside Germany and come from the EU has remained virtually constant.

The proportion of students who have acquired their entitlement to study outside Germany among the total student population has been falling in recent years.

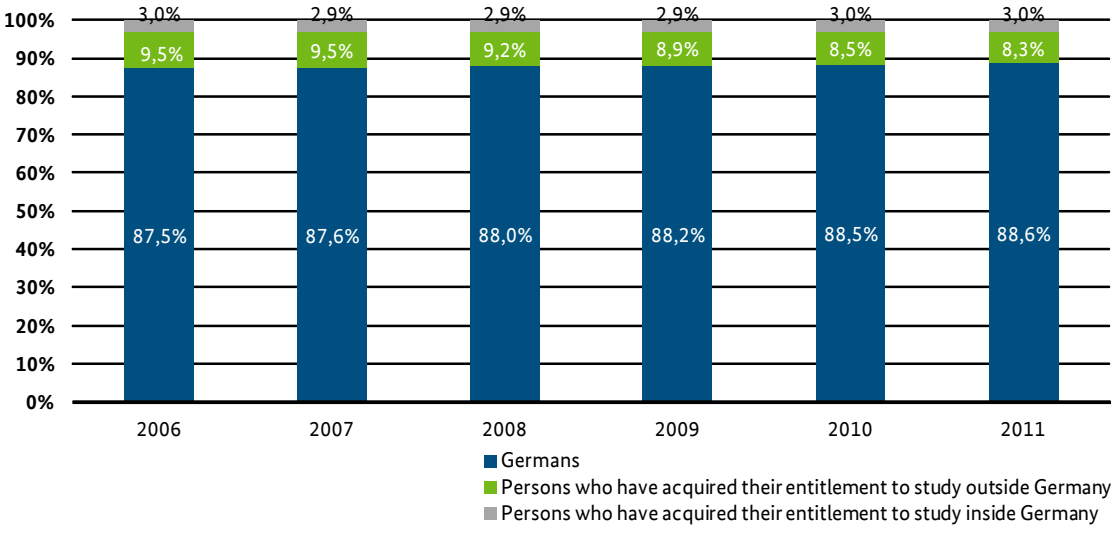
Table 14: Number of persons who have acquired their entitlement to study outside Germany, EU nationals vs. non-EU nationals (2008-2011)

	Total	From EU	From other countries
2008	177,852	57,025	120,827
2009	180,222	56,675	123,547
2010	181,249	56,280	124,969
2011	184,960	57,064	127,896

Source: Federal Statistical Office, Fachserie 11 Reihe 4.1.
Note: In each case including the figures on the winter semester (October to March).

Starting at 9.5 % in 2006, their percentage has fallen continually to 8.3 % in 2011. Germans accounted for the largest share in 2011, at 88.6 %. The percentage of persons who have acquired their entitlement to study in Germany remained constant at approx. 3.0 %.
The list of the ten most frequent countries of origin of students in Germany who have acquired their entitlement to study outside Germany (see Table 15) accordingly largely reflects that of the spread among new students (see Table 10): Four States from the EU are amongst the ten most frequent countries of origin, these being Poland, Bulgaria, Austria and France. All in all, by far the largest number of students come from China. Having said that, the percentage fell slightly, from 13.8 % in 2006 to 12.3 % in 2011. Russia and Turkey are further important countries of origin of students from third countries.

Figure 5: Share of Germans, persons who have acquired their entitlement to study in Germany and persons who have acquired their entitlement to study outside Germany among all students (2006-2011)



Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.
Note: In each case including the figures on the winter semester (October to March). Including dual nationality.

Table 15: Students who have acquired their entitlement to study outside Germany by top 10 countries of origin (2006-2011)

2006		
Country of origin	No.	% of total
China	26,061	13.8%
Bulgaria	12,423	6.6%
Poland	12,301	6.5%
Russia	9,826	5.2%
Morocco	7,190	3.8%
Turkey	7,077	3.7%
Ukraine	6,928	3.7%
Cameroon	5,389	2.8%
France	5,293	2.8%
Austria	4,225	2.2%
all countries	189,450	100%

2007		
Country of origin	No.	% of total
China	25,651	13.6%
Bulgaria	11,816	6.3%
Poland	11,651	6.2%
Russia	9,951	5.3%
Turkey	7,180	3.8%
Morocco	7,016	3.7%
Ukraine	6,950	3.7%
Cameroon	5,368	2.8%
France	5,206	2.8%
Austria	4,460	2.4%
all countries	188,436	100%

2008		
Country of origin	No.	% of total
China	23,983	13.5%
Poland	10,289	5.8%
Bulgaria	10,161	5.7%
Russia	9,502	5.3%
Turkey	6,911	3.9%
Ukraine	6,404	3.6%
Morocco	6,247	3.5%
Cameroon	5,308	3.0%
France	4,726	2.7%
Austria	4,503	2.5%
all countries	177,852	100%

2009		
Country of origin	No.	% of total
China	23,140	12.8%
Russia	9,740	5.4%
Poland	9,401	5.2%
Bulgaria	9,162	5.1%
Turkey	6,711	3.7%
Ukraine	6,324	3.5%
Morocco	5,970	3.3%
Austria	5,465	3.0%
Cameroon	5,363	3.0%
France	5,213	2.9%
all countries	180,222	100%

2010		
Country of origin	No.	% of total
China	22,779	12.6%
Russia	9,764	5.4%
Poland	8,467	4.7%
Bulgaria	8,266	4.6%
Turkey	6,635	3.7%
Ukraine	6,326	3.5%
Austria	6,209	3.4%
Morocco	5,533	3.1%
Cameroon	5,383	3.0%
France	5,324	2.9%
all countries	181,249	100%

2011		
Country of origin	No.	% of total
China	22,828	12.3%
Russia	10,077	5.4%
Bulgaria	7,537	4.1%
Poland	7,463	4.0%
Austria	7,072	3.8%
Turkey	6,575	3.6%
Ukraine	6,204	3.4%
France	5,530	3.0%
Cameroon	5,412	2.9%
Morocco	5,163	2.8%
all countries	184,960	100%

Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: In each case including the figures on the winter semester (October to March). Including dual nationality.

Table 16: Students at German higher education institutions by fields of study and groups of students (2011)

	Germans					
	HS	%	Uni	%	FH	%
Languages and culture	307,854	18.7%	295,896	27.9%	11,958	2.0%
Sport	22,720	1.4%	22,552	2.1%	168	0.0%
Law, economics and social sciences	520,535	31.6%	258,673	24.4%	261,862	44.7%
Mathematics, nat. sciences	275,014	16.7%	211,536	20.0%	63,478	10.8%
Human medicine/health sciences	98,496	6.0%	80,196	7.6%	18,300	3.1%
Veterinary medicine	5,909	0.4%	5,909	0.6%		
Agricultural, forestry and nutrition science	31,597	1.9%	14,986	1.4%	16,611	2.8%
Engineering	323,143	19.6%	128,119	12.1%	195,024	33.3%
Art, art sciences	58,626	3.6%	39,649	3.7%	18,977	3.2%
Other groups of subject	1,493	0.1%	1,461	0.1%	32	0.0%
Total groups of subjects	1,645,387	100%	1,058,977	100%	586,410	100%

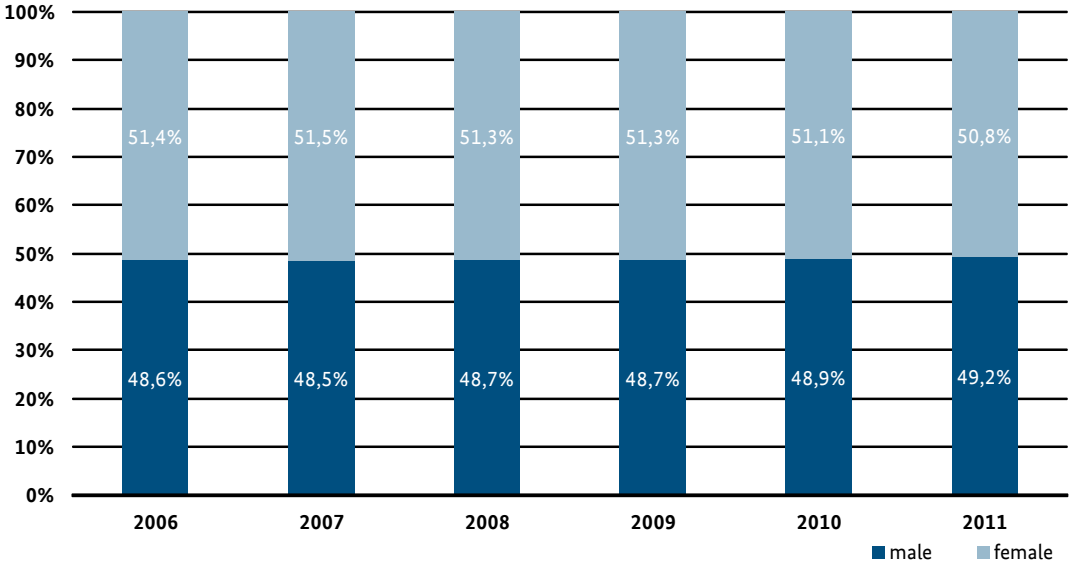
	Persons who have acquired their entitlement to study outside Germany					
	HS	%	Uni	%	FH	%
Languages and culture	20,367	19.4%	19,716	26.6%	651	2.1%
Sport	415	0.4%	414	0.6%	1	
Law, economics and social sciences	28,830	27.5%	16,913	22.8%	11,917	38.7%
Mathematics, nat. sciences	14,711	14.0%	11,145	15.1%	3,566	11.6%
Human medicine/health sciences	7,395	7.1%	7,018	9.5%	377	1.2%
Veterinary medicine	249	0.2%	249	0.3%		
Agricultural, forestry and nutrition science	863	0.8%	507	0.7%	356	1.2%
Engineering	25,386	24.2%	12,535	16.9%	12,851	41.7%
Art, art sciences	5,672	5.4%	4,704	6.4%	968	3.1%
Other groups of subject	942	0.9%	834	1.1%	108	0.4%
Total groups of subjects	104,830	100%	74,035	100%	30,795	100%

	Persons who have acquired their entitlement to study in Germany					
	HS	%	Uni	%	FH	%
Languages and culture	8,434	14.3%	8,077	22.9%	357	1.5%
Sport	317	0.5%	313	0.9%	4	
Law, economics and social sciences	19,725	33.4%	10,688	30.4%	9,037	37.9%
Mathematics, nat. sciences	10,236	17.3%	6,687	19.0%	3,549	14.9%
Human medicine/health sciences	2,217	3.8%	1,825	5.2%	392	1.6%
Veterinary medicine	45	0.1%	45	0.1%		
Agricultural, forestry and nutrition science	355	0.6%	194	0.6%	161	0.7%
Engineering	14,927	25.3%	5,354	15.2%	9,573	40.2%
Art, art sciences	2,715	4.6%	1,975	5.6%	740	3.1%
Other groups of subject	45	0.1%	43	0.1%	2	0.0%
Total groups of subjects	59,016	100%	35,201	100%	23,815	100%

Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/www.wissenschaft-weltoffen.de.

Note: HS: higher education institution; Uni: university; FH: university of applied sciences.

Figure 6: Gender spread among students who have acquired their entitlement to study outside Germany (2006-2011)



Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: In each case including the figures on the winter semester (October to March). Including dual nationality.

When comparing the subjects studied, similar trends occur between Germans, persons who have acquired their entitlement to study outside Germany and persons who have acquired their entitlement to study in Germany across all types of higher education institution (see Table 16): Law, economics and social sciences are the most popular subjects studied, only slightly less frequently among persons who have acquired their entitlement to study outside Germany than among Germans. Almost 28 % of persons who have acquired their entitlement to study outside Germany and almost 32 % of Germans were enrolled in this group of subjects in the winter semester 2010/2011. Engineering is the second most popular group of subjects, at 24 %, among persons who have acquired their entitlement to study outside Germany. It also is second place among Germans, however with a lower share (almost 20 %). It also takes second place among students who have acquired their entitlement to study in Germany, but at a value of 25 %, which is comparable to that among persons who have acquired their entitlement to study outside Germany. The relatively high popularity of engineering could be linked amongst other things with the above-average demand for skilled workers in this sector and the good outlook of this industry. Among persons who have acquired their entitlement to study outside Germany, subject-specific advertising by both the Federal Government and the higher education institutions, particularly for mathematics, natural sciences and engineering, is added (see section 3.1).

The ratio between female and male persons who have acquired their entitlement to study outside Germany is virtually balanced, with a slight tendency towards female students of 50.8 % to 49.2 % in the study year 2011 (see Figure 6). Students who have acquired their entitlement to study outside Germany differ from German students in this regard, among whom there is a slight surplus of men (Statistisches Bundesamt 2012b: 6).

4.2.3 Residence permits issued for family reunification following on from a residence permit for the purposes of studies

In an international comparison, residence permits are relatively frequently issued for family reasons in Germany following on from a residence permit for the purposes of studies (see section 4.4.2). This is caused by a larger share of family reunifications in the shape of a marriage concluded with a German or the birth of a child which the reunifying person has had with a German person.

Table 17: Residence permits issued for other purposes following on from a residence permit for the purposes of studies in selected OECD countries (2007)

Countries	Change of status	Work	Family	Other
	No.	%	%	%
Belgium	280	66	17	17
Germany	10,180	46	47	7
France	14,680	56	39	5
Canada (temporary)	12,830	70		30
Canada (permanent)	10,010	76	20	4
Netherlands	1,010	65	34	1
Norway	660	80	18	2

Source: OECD 2010.

A residence permit to join a German partner was granted in the vast majority of cases following on from a residence permit for the purposes of studies (section 28 subs. 1 of the Residence Act) (2,460 students in 2011). The main countries of origin in 2011 were Russia, Morocco, China, Ukraine and Turkey. Reunification as a parent of a minor unmarried German (section 28 subs. 3 of the Residence Act) took place with only eight persons.

Table 18: Residence permits issued for spousal reunification with a German following on from a residence permit for the purposes of studies, acc. to top 10 countries of origin (2011)

Russia	311
Morocco	237
China	214
Ukraine	214
Turkey	117
Cameroon	92
Georgia	87
Brazil	78
Tunisia	73
USA	67

Source: Central Register of Foreigners, as per: 30 April 2012.

It is not possible to say anything about the number of spouses with a residence permit in accordance with section 30 of the Residence Act joining foreign students since the Central Register of Foreigners does not create a link between the joining foreigner and the status of the spouse already living in Germany.

The number of individuals receiving a residence permit in accordance with section 30 of the Residence Act following on from a residence permit for the purposes of studies by the marriage of a foreigner resident in Germany, possibly including foreign students, was 666 persons in 2011. The main countries of origin were both Asian states such as China, Korea and Vietnam, and the Eastern European countries Russia and Ukraine. The countries of origin are all those which also account for a large share of foreigners outside the student population.

Table 19: Residence permits issued for spousal reunification to join a foreigner following on from a residence permit for the purposes of studies, acc. to top 10 countries of origin (2011)

China	195
South Korea	56
Russia	52
Ukraine	46
Vietnam	28
Turkey	25
Georgia	20
Morocco	20
Cameroon	19
Iran	17

Source: Central Register of Foreigners, as per: 30 April 2012.

The share of spousal reunification to join foreign students is likely to be small in the context of total spousal reunification to join foreigners because this does not entail any advantageous residence conditions. The entitlement to exercise gainful employment depends for a spouse on the foreigner's entitlement in Germany. This would mean in the case of spousal reunification to join foreign students that the joining spouse can also only take up gainful employment to a limited degree.

4.3 Termination of studies

4.3.1 Dropping out from studies

Studies and hence residence in Germany can be discontinued before university graduation. Dropouts are defined in this study as former students who took up a first course of studies at a German higher education institution by enrolling but then left the higher education system without taking a (first) qualification

examination. Persons changing their field of studies or their institution and failed students in a second course of studies are not included when calculating the dropout rate. They are only included in the corresponding loss rates (*Schwundquoten*) (see Heublein et al. 2012: 6). The general study dropout rate[45] at German higher education institutions is for instance much higher for the reference group of year 2008 graduates[46] for persons who have acquired their entitlement to study outside Germany (including EU/EFTA states) (50 %) than for Germans (24 %) and for persons who have acquired their entitlement to study in Germany (41 %). The study dropout rate of persons who have acquired their entitlement to study outside Germany fell continuously in recent years and more dramatically than that of persons who have acquired their entitlement to study in Germany. That of Germans remained almost constant (DAAD 2011: 54).

The conversion of the German study system to Bachelor's courses appears to be helping to lead to the successful qualification also of persons who have acquired their entitlement to study outside Germany. A comprehensible structure of the course of studies, clear study requirements and increased international compatibility with international education systems could be some of the positive factors.

The study dropout rate of persons who have acquired their entitlement to study outside Germany (including EU/EFTA States) can be calculated for various types of study course: In the Bachelor's studies, it is 46 % for all higher education institutions and groups of subjects for the reference group of 2010 graduates; it is much higher for men, at 54 %, than among women (39 %) (Heublein et al. 2012: 33 et seq.). The study dropout rate, at 63 %, is much higher in Diplom and Magister study courses. There is virtually no difference between men and women here (63 % in each case).

The study dropout rate can also be broken down into regions of the world. In the case of Bachelor's courses, it is particularly high among Africans, at 68 %, followed by students from Latin America (58 %), Asia – not incl. East Asia – (47 %), Eastern Europe (44 %) and East Asia (25 %).[47] The dropout rates of students from East Asia are therefore lower than those of Germans. Here too, the dropout rates for Diplom and Magister study courses differ from those of the new education system. Latin America, at 67 %, leads the field, followed by Eastern Europe (57 %), Asia – not incl. East Asia – (54 %) and East Asia (33 %) (Heublein et al. 2012: 35 et seqq.).

45 For the calculation of the study dropout rates only persons who have acquired their entitlement to study outside Germany are taken into account who are attempting to complete their studies at a German university; persons who have acquired their entitlement to study outside Germany who are staying in Germany on the Erasmus programme or on another temporary study programme were excluded.

46 The nationwide German study dropout rate is as a rule determined by a cohort comparison of a year of graduates with newly enrolled students.

47 It was not possible to calculate a separate dropout rate for persons who took up studies from North America because of an inadequate statistical basis.

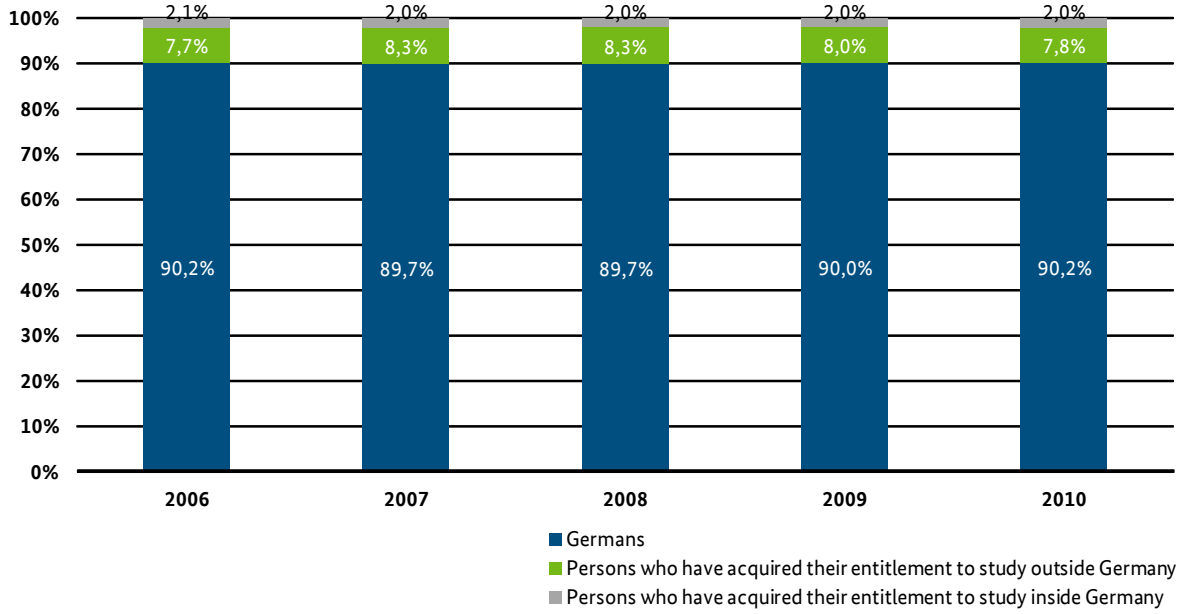
Table 20: Germans, graduates who have acquired their entitlement to study in Germany and those who have acquired their entitlement to study outside Germany (2006-2010)

	2006		2007		2008		2009		2010	
	No.	Year-on-year increase in %	No.	Year-on-year increase in %	No.	Year-on-year increase in %	No.	Year-on-year increase in %	No.	Year-on-year increase in %
Germans	239,713	4.8%	256,820	7.1%	277,568	8.1%	304,945	9.9%	326,225	7.0%
Persons who have acquired their entitlement to study outside Germany	20,397	11.4%	23,777	16.6%	25,651	7.9%	27,095	5.6%	28,208	4.1%
Persons who have acquired their entitlement to study in Germany	5,594	3.0%	5,794	3.6%	6,145	6.1%	6,616	7.7%	7,264	9.8%
Total	265,704	5.2%	286,391	7.8%	309,364	8.0%	338,656	9.5%	361,697	6.8%

Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: The year includes in each case the examination year (winter semester and summer semester, October of the previous year to September). Including dual nationality.

Figure 7: Share of Germans, persons who have acquired their entitlement to study in Germany and persons who have acquired their entitlement to study outside Germany among all graduates (2006-2010)



Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: The year includes in each case the examination year (winter semester and summer semester, October of the previous year to September). Including dual nationality.

4.3.2 Completion of courses of study

The data on graduates used in this section are taken from the calculations of the Higher Education Information System which, in turn, are based on the student statistics of the Federal Statistical Office. The data include graduates of German higher education institutions, and hence also persons who have acquired their entitlement to study outside Germany from EU/EFTA countries.

Approx. 362,000 students graduated from a German higher education institution in 2010. Of these, 28,208 (7.8 %) had acquired their entitlement to study outside Germany. The number of German graduates was 326,225 (90.2 %) and that of those who had acquired their entitlement to study inside Germany was 7,264 (2 %). The share of persons who have acquired their entitlement to study outside Germany remained virtually constant between 2006 and 2010 (see Table 20 and Figure 7). The share of graduates who had acquired their entitlement to study outside Germany was highest in 2007 and 2008, after which it fell slightly. As is shown by Table 20, the number of graduates who had acquired their entitlement to study outside Germany rose by 16.6 % between 2006 and 2007. The annual increase then started to level off, and was 4.1 % in 2010.

The number of graduates from German higher education institutions who had acquired their entitlement to study outside Germany rose from 20,397 in 2006 to 28,208 in 2010 (see Table 21). The increase of approx. 38 % is greater than that of Germans and of persons who have acquired their entitlement to study in Germany (approx. 36 %, and approx. 30 %).

The spread of the nationalities of graduates who had acquired their entitlement to study outside Germany gives the same picture as with regard to students and new students: Among persons who have acquired their entitlement to study outside Germany and who come from third countries, China led the field in 2010, at 16 %, followed by Russia (5.4 %) and Ukraine (3.7 %). Poland (5.1 %), Bulgaria (5.3 %) and France (3.3 %) are the most significant EU states of origin in quantitative terms (see Table 21).

Table 21: Graduates who had acquired their entitlement to study outside Germany by top 10 countries of origin (2006-2010)

	2006	
Country of origin	No.	% of total
China	2,919	14.3%
Poland	1,276	6.3%
Russia	1,116	5.5%
France	917	4.5%
Bulgaria	900	4.4%
India	814	4.0%
Turkey	756	3.7%
Austria	579	2.8%
Ukraine	578	2.8%
South Korea	526	2.6%
all countries	20,397	100%

	2007	
Country of origin	No.	% of total
China	3815	16.0%
Poland	1,405	5.9%
Bulgaria	1,233	5.2%
Russia	1,204	5.1%
France	1,003	4.2%
Turkey	874	3.7%
India	814	3.4%
Austria	805	3.4%
Ukraine	757	3.2%
South Korea	664	2.8%
all countries	23,777	100%

	2008	
Country of origin	No.	% of total
China	4,388	17.1%
Bulgaria	1,525	5.9%
Poland	1,441	5.6%
Russia	1,308	5.1%
France	954	3.7%
Ukraine	890	3.5%
Turkey	856	3.3%
Austria	780	3.0%
India	709	2.8%
South Korea	665	2.6%
all countries	25,651	100%

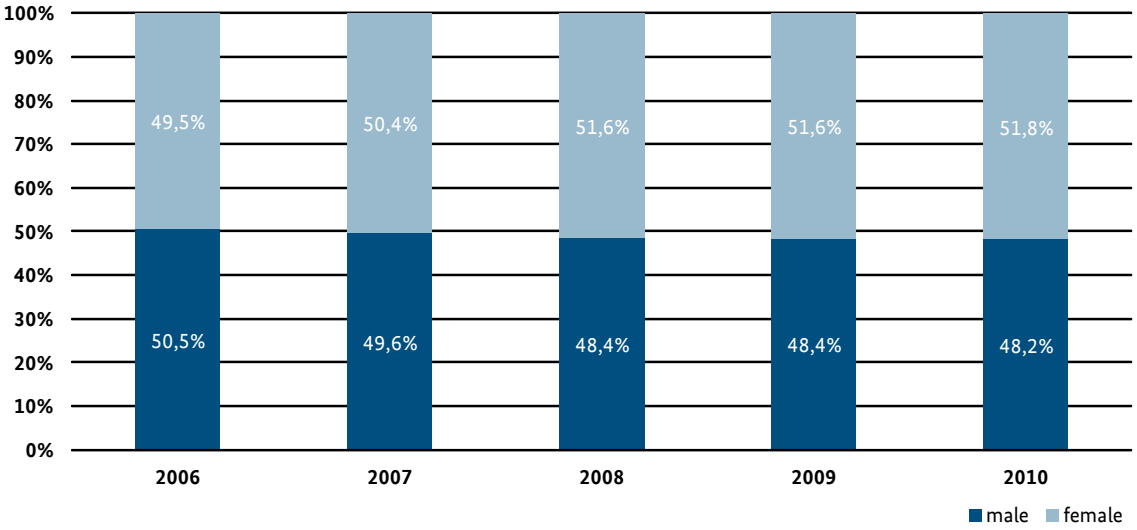
	2009	
Country of origin	No.	% of total
China	4,489	16.6%
Bulgaria	1,557	5.7%
Russia	1,444	5.3%
Poland	1,431	5.3%
Ukraine	983	3.6%
France	925	3.4%
Turkey	920	3.4%
Austria	910	3.4%
India	728	2.7%
South Korea	727	2.7%
all countries	27,095	100%

	2010	
Country of origin	No.	% of total
China	4,437	15.7%
Russia	1,533	5.4%
Poland	1,443	5.1%
Bulgaria	1,489	5.3%
Ukraine	1,039	3.7%
France	926	3.3%
South Korea	762	2.7%
Romania	500	1.8%
Turkey	866	3.1%
Austria	969	3.4%
all countries	28,208	100%

Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: The year includes in each case the examination year (winter semester and summer semester, October of the previous year to September). Including dual nationality.

Figure 8: Gender spread of graduates who had acquired their entitlement to study outside Germany (2006-2010)



Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de; own calculations.

Note: The year includes in each case the examination year (winter semester and summer semester, October of the previous year to September). Including dual nationality.

When it comes to the gender spread of graduates who had acquired their entitlement to study outside Germany, a similar pattern occurs as with new students and students who had acquired their entitlement to study outside Germany: The number of female graduates is slightly higher than that of male students (see Figure 8). 51.8 % of graduates were female and 48.2 % were male in 2010. This means a reversal since 2006, when there were still more male graduates (50.5 % male as against 49.5 %). The number of female graduates began to exceed that of male graduates in 2007. The share of female graduates has increased slightly since then.

When looking at the subjects studied by graduates from German higher education institutions, no major differences can be observed between Germans, persons who have acquired their entitlement to study in Germany and persons who have acquired their entitlement to study outside Germany. The subjects most frequently studied among all groups of students are law, economics and social sciences. It is merely noticeable among persons who have acquired their entitlement to study outside Germany that the share of graduates in engineering is larger in comparison with Germans and persons who have acquired their entitlement to study in Germany (approx. 24 % at higher education institutions and 17 % at universities), which might result from the active recruitment of engineers in Germany and the good reputation enjoyed by the German engineering sector. Unlike the foci of the Federal Government to also recruit workers in mathematics and the natural sciences from abroad, the share of persons graduating in these subjects who have acquired their entitlement to study outside Germany is smaller than that of the two other groups. Persons who have acquired their entitlement to study in Germany differ from Germans and persons who have acquired their entitlement to study outside Germany in that the share of graduates in law, economics and social sciences is slightly higher, and that the share of linguists and cultural scholars is smaller.

It should also be pointed out that persons who have acquired their entitlement to study in Germany (with and without a settlement permit) – despite having equal legal status in respect of higher education with German school-leavers and school pupils, when it comes to the education market in terms of the law on the higher education institutions – do not have equal legal status when it comes to access to the labour market. In admission-restricted subjects with medical licensing regulations, that is in the degree courses of medicine, dentistry, veterinary medicine and pharmacy, persons who have acquired their entitlement to study in Germany do have the same status as German school-leavers with regard to access to studies, but they are denied a license to practice their profession in Germany after successfully qualifying if they are third-country nationals. These licenses are reserved

Table 22: Graduates of German higher education institutions by subject areas and groups of students (2010)

	Germans					
	HS	%	Uni	%	FH	%
Languages and culture	51,291	18.8%	49,431	29.3%	1,798	1.7%
Sport	4,503	1.7%	4,496	2.7%	7	0.0%
Law, economics and social sciences	95,622	35.0%	44,088	26.1%	51,524	49.6%
Mathematics, nat. sciences	45,379	16.6%	35,412	21.0%	9,967	9.6%
Human medicine/health sciences	13,876	5.1%	11,262	6.7%	2,614	2.5%
Veterinary medicine	883	0.3%	883	0.5%		
Agricultural, forestry and nutrition science	6,048	2.2%	2,896	1.7%	3,152	3.0%
Engineering	44,883	16.4%	13,960	8.3%	30,923	29.8%
Art, art sciences	10,394	3.8%	6,476	3.8%	3,918	3.8%
Total groups of subjects	272,879	100%	168,904	100%	103,903	100%

	Persons who have acquired their entitlement to study outside Germany					
	HS	%	Uni	%	FH	%
Languages and culture	2,624	16.8%	2,540	24.6%	84	1.6%
Sport	72	0.5%	72	0.7%		
Law, economics and social sciences	4,834	31.0%	2,701	26.1%	2,133	40.6%
Mathematics, nat. sciences	2,128	13.7%	1,638	15.9%	490	9.3%
Human medicine/health sciences	1,102	7.1%	655	6.3%	447	8.5%
Veterinary medicine	24	0.2%	24	0.2%		
Agricultural, forestry and nutrition science	121	0.8%	66	0.6%	55	1.0%
Engineering	3,684	23.6%	1,775	17.2%	1,909	36.3%
Art, art sciences	999	6.4%	862	8.3%	137	2.6%
Total groups of subjects	15,588	100%	10,333	100%	5,255	100%

	Persons who have acquired their entitlement to study in Germany					
	HS	%	Uni	%	FH	%
Languages and culture	893	13.9%	856	23.3%	37	1.3%
Sport	44	0.7%	44	1.2%		
Law, economics and social sciences	2,410	37.6%	1,195	32.6%	1,215	44.2%
Mathematics, nat. sciences	1,054	16.4%	665	18.1%	389	14.2%
Human medicine/health sciences	244	3.8%	216	5.9%	28	1.0%
Veterinary medicine	3	0.0%	3	0.1%		
Agricultural, forestry and nutrition science	46	0.7%	22	0.6%	24	0.9%
Engineering	1,293	20.2%	352	9.6%	941	34.2%
Art, art sciences	427	6.7%	313	8.5%	114	4.1%
Total groups of subjects	6,414	100%	3,666	100%	2,748	100%

Source: Student statistics of the Federal Statistical Office; calculations of the Higher Education Information System-HF/ www.wissenschaft-weltoffen.de.

Note: HS: higher education institution; Uni: university; FH: university of applied sciences.

for EU nationals despite considerable efforts on the part of European policy-makers to grant third-country nationals better access to the labour market and recognise their qualifications (Yamamura 2009; OECD 2010: 175 et seqq.; OECD 2011b).

4.4 The period after graduation from higher education

4.4.1 Job-seeking graduates from German higher education institutions

The number of residence permits issued in accordance with section 16 subs. 4 of the Residence Act for graduates for job-seeking was 3,534 as per 31 December 2011. The most frequent countries of origin of graduates with a residence permit for job-seeking correspond to those of graduates overall (see Table 23), i.e. primarily China and – lagging considerably behind – Russia and Turkey. The overall gender spread is balanced, albeit considerable differences are revealed depending on the country of origin and nationality.

Table 23: Persons with a residence permit issued for the purpose of seeking employment after graduation by gender and top 10 countries of origin (2011)

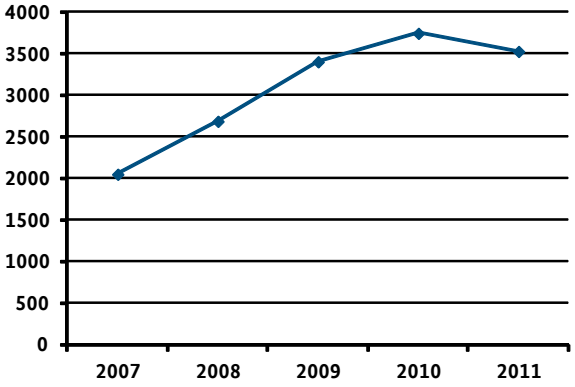
		male	female
Total	**3,534**	50%	50%
China	1,055	50%	50%
Russia	268	23%	77%
Turkey	176	63%	38%
India	173	83%	17%
Ukraine	150	18%	82%
South Korea	141	28%	72%
Indonesia	103	61%	39%
Iran	80	51%	49%
Colombia	69	42%	58%
Cameroon	67	73%	27%

Source: Central Register of Foreigners: as per: 31 December 2011.

The number of foreigners residing in Germany with a residence permit in accordance with section 16 subs. 4 of the Residence Act has increased continually since its introduction (2007). The number increased from more than 2,000 between 2007 and 2010, reaching approx. 3,750 persons. After this upward tendency, there was a slight drop by approx. 200 persons in 2010/2011. The expanded possibilities to engage in unrestricted gainful employment given by the legal amendments which came into force on 1 August 2012 permit one to presume that the number of foreign higher education graduates residing in Germany in accordance with section 16 subs. 4 of the Residence Act will however rise again (see Figure 9).

Several foreign graduates of German higher education institutions appear to opt for studies once more after a period of job-seeking. As with persons who received a residence permit for the purposes of studies following on from a residence permit for gainful employment (see section 4.1.1), this decision might also be due to difficulties encountered when looking for a job. Since, however, we are talking about German university degrees, it will presumably be less a phenomenon that is specific to foreigners than general difficulties in gaining access to the labour market which apply equally to German university graduates. Despite a first qualification, seeking a further qualification by enrolling in postgraduate studies, for instance a Master's course after a Bachelor's qualification, could lead to a tangible improvement in chances on the labour market (see section 4.4.3).

Figure 9: Persons with a residence permit issued for the purpose of seeking employment after graduation (section 16 paragraph 6 of the Residence Act) (2007-2011)



Source: Central Register of Foreigners, as per: 31 December of the respective year.

4.4.2 Residence permits issued for other purposes following on from a residence permit for the purposes of studies

The lion's share of residence permits which are issued following on from a residence permit for the purposes of studies are for employment purposes or for a purpose of residence for family reasons (see Table 24). The share of residence permits for employment purposes increased from 2010 to 2011 in comparison to family reunification (from 50 to 54 %), other reasons remaining constant at approx. 3 %. The other purposes of residence include individual cases of training and educational purposes, humanitarian reasons or other well-founded cases in accordance with section 7 subs. 1 sentence 3 of the Residence Act.

Table 24: Residence permits issued for other purposes following on from a residence permit for the purposes of studies (2011)

Total	Family reasons	Employment purposes	Other reasons
15,170	6,533	8,198	439

Source: Central Register of Foreigners, as per: 31 December 2011.

The share of purposes of residence differs by countries of origin (see Table 25 and Table 26). In an international comparison, it can be noticed that the share of residence permits issued for employment purposes following on from a residence permit for the purposes of studies is much larger than the share of those issued for family reasons among nationals from Asia, including China and India, than among nationals from America or Oceania. Residence permits for family reasons are more frequently issued to persons from Europe (excluding the EU and EFTA Member States) – such as Russia – and Africa following on from a residence permit for the purposes of studies than for employment purposes. The spread of nationalities and countries of origin corresponds to that of international students in general (cf. Table 26 with Table 12 and Table 15).

Table 25: Residence permits issued for other purposes following on from a residence permit for the purposes of studies, by continents (2011)

Continents	Total	Family reasons	Employment purposes	Other reasons
Europe (non-EU/EFTA)	3,713	1,895	1,673	145
Africa	2,067	1,183	842	42
America	2,336	1,062	1,180	94
Asia	6,880	2,339	4,389	152
Oceania	109	25	79	5
Other	65	29	35	1

Source: Central Register of Foreigners, as per: 31 December 2011.

Table 26: Residence permits issued for other purposes following on from a residence permit for the purposes of studies, top 10 countries of origin (2011)

Nationality	Total	Family reasons	Employment purposes	Other reasons
China (incl. Hong Kong)	2,619	790	1,794	35
Russia	1,309	700	599	10
Ukraine	873	480	387	6
Turkey	717	324	287	106
India	688	59	620	9
USA	673	184	456	33
Morocco	537	387	149	1
Cameroon	508	309	194	5
South Korea	440	189	234	17
Brazil	424	252	151	21

Source: Central Register of Foreigners, as per: 31 December 2011.

These data from the Central Register of Foreigners on residence permits issued following on from a residence permit for the purposes of studies include international students in general, and hence also include persons who have dropped out of their studies. This possibility exists particularly when work was already taken up successfully during studies or when the studies are interrupted for the time being for family reasons in case of spousal and family reunification.

4.4.3 Residence permits issued for gainful employment following on from a residence permit for studies

As a result of their language knowledge and of their country-specific knowledge gathered through their studies at a German higher education institution, and in some cases also professional experience collected by virtue of internships or student jobs during their studies, international students constitute valuable human capital for the German labour market. This is why efforts are being made in migration policy to attract international students not only to study, but indeed to stay after graduating.

Access to the labour market is open to all graduates of German higher education institutions as a matter of principle. On successful completion of the studies, graduates of German higher education institutions can receive a residence permit for job-seeking (section 16 subs. 4 of the Residence Act). Changing the purpose of the residence permit during the studies is ruled out as a matter of principle (section 16 subs. 2 of the Residence Act). Exceptions apply only if a legal right exists (e.g. for family reunification) or in the case of an existing international agreement (No. 16.2.2 of the General Administrative Regulation on the Residence Act). In order to obtain a residence permit for the purpose of gainful employment, No. 16.2.3 of the General Administrative Regulation on the Residence Act prescribes that the student must first of all leave the country (see section 2.2.3).

The data from the Central Register of Foreigners used for this study do not reveal whether an individual who was issued with a residence permit for gainful employment following on from a residence permit for studies has already completed the course of studies.

Data on persons who are issued with a residence permit for employment purposes following on from a residence permit for the purposes of studies clearly show that the lion's share, that is almost 90 %, engage in qualified employment (section 18 subs. 4 of the Residence Act and section 18a of the Residence Act) (see Table 27). The share of international students who remain on the German labour market with a residence or settlement permit as highly-qualified persons, researchers or self-employed is very limited.

Table 27: Residence permits issued for employment purposes following on from a residence permit for the purposes of studies (2011)

Transition from a residence permit in accordance with section 16 subs. 1 (students) to a residence permit in accordance with	No.
section 18 subs. 3 of the Residence Act (employment which does not require a vocational qualification)	212
section 18 subs. 4 sentence 1 of the Residence Act (qualivied employment acc. to statutory instrument)	3,399
section 18 subs. 4 sentence 2 of the Residence Act (qualified employment when there is a public interest)	94
section 18a subs. 1 No.1 (a) of the Residence Act (residence permit for qualified foreigners whose deportation has been suspended who have qualified in Germany)	1
section 18a subs. 1 No.1 (b) of the Residence Act (having held a position of employment continuously for two years with a foreign higher education qualification which is recognised or otherwise comparable to a German higher education qualification and which is appropriate to that employment)	1
section 19 of the Residence Act (highly-qualified persons)	12
section 20 subs. 1 of the Residence Act (researchers)	43
section 20 subs. 5 of the Residence Act (researchers admitted in [nationality code of the EU Member State])	1
section 21 subs. 1 of the Residence Act (self-employment if an overriding economic interest applies)	26
section 21 subs. 2 of the Residence Act (self-employment if special privileges apply according to agreements under international law)	5
section 21 subs. 5 of the Residence Act (liberal professions)	166
Total	**3.960**

Source: Central Register of Foreigners, as per: 30 April 2012.

Table 28: Residence permits issued for employment purposes following on from a residence permit for job-seeking after graduation (2011)

section 18 subs. 3 of the Residence Act (employment which does not require a vocational qualification)	7
section 18 subs. 4 sentence 1 of the Residence Act (qualified employment acc. to statutory instrument)	1,886
section 18 subs. 4 sentence 2 of the Residence Act (qualified employment when there is a public interest)	17
section 18a subs. 1 No. 1 (a) of the Residence Act (residence permit for qualified foreigners whose deportation has been suspended who have qualified in Germany)	1
section 18a subs. 1 No. 1 (b) of the Residence Act (having held a position of employment continuously for two years with a foreign higher education qualification which is recognised or otherwise comparable to a German higher education qualification and which is appropriate to that employment)	1
section 19 of the Residence Act (highly-qualified persons)	3
section 20 subs. 1 of the Residence Act (researchers)	3
section 21 subs. 1 of the Residence Act (self-employment if an overriding economic interest applies)	30
section 21 subs. 2 of the Residence Act (self-employment if special privileges apply according to agreements under international law)	1
section 21 subs. 5 of the Residence Act (liberal professions)	107
Total	**2,056**

Source: Central Register of Foreigners, as per: 30 April 2012.

The same picture also emerges among graduates who received a residence permit for employment purposes following on from a residence permit for job-seeking for graduates of German higher education institutions: Most residence permits are issued for qualified employment in accordance with section 18 subs. 4 of the Residence Act.

Since residence permits in accordance with section 18b and section 19a of the Residence Act did not come into force until 1 August 2012, the impact of these relaxations of access to the German labour market cannot yet be evaluated.

5 Transnational cooperation on international students

5.1 Binational and multilateral agreements and mobility partnerships

At the time of writing, there are roughly one hundred bilateral cultural agreements within the Federal Government's foreign cultural policy with other countries.[48] The Federal Foreign Office is responsible for the conclusion of such agreements; the *Länder* help to shape them through the Conference of Ministers of Culture and Education.[49] The implementation of the cultural agreements is taken over by various authorities and intermediary organisations, such as the DAAD, the Central Office for Foreign Education, the Goethe Institut, the Alexander von Humboldt Foundation and the Institute for Foreign Cultural Relations. The contents of the cultural agreements include cooperation between higher education institutions with the promotion of students and the awarding of scholarships, but also the exchange of academics, support for the schools abroad, the maintenance of libraries and information centres, the organisation of international symposia and the promotion of art exhibitions.

Bilateral cultural cooperation with several third countries (such as Israel and the USA) is based not on agreements between governments, but on the exchange of notes verbale or on an exchange of letters. This form of cooperation however hardly differs in terms of the intensity of the cultural relations, as well as the practical implementation, from the cooperation that is regulated by government agreements.[50]

Multilateral agreements are another means of transnational cooperation in the field of international students: Germany is taking part actively in the mobility partnerships concluded with Moldova[51] (June 2008) and Georgia[52] (November 2009), which include amongst other things an intensification of the exchange of international students. Germany is also involved in the mobility partnership with Armenia that was concluded on 27 October 2011 (BAMF/EMN 2012: 68 et seqq.).

Several Federal *Länder* also have cooperation agreements with foreign partner countries (e.g. China, the USA and Armenia) which serve to further cooperation between higher education institutions or the exchange of students and to promote mobility.

48 For a list of the cultural agreements, see IFA – Institute for Foreign Cultural Relations (2012): Thema Auswärtige Kultur- und Bildungspolitik, online: http://www.ifa.de/info/themen/akbp/akpgrundlagen/bilaterale-kulturabkommen/ (27 July 2012).

49 Under the "Lindau Agreement" of 14 November 1957, international agreements intended to give rise to an obligation of the Federal Government or the *Länder* in the areas of the exclusive competence of the *Länder* require the consent of the *Länder*.

50 KMK - Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (2012): Hochschulzugang. Ständige Konferenz der Kultusminister der Länder, online: http://www.kmk.org/zab/anerkennung-im-hochschulbereich/hochschulzugang.html (27 July 2012).

51 See Joint Declaration on a Mobility Partnership between the European Union and the Republic of Moldova.

52 See Joint Declaration on a Mobility Partnership between the European Union and Georgia.

5.2 Cooperation with the EU and other international organisations

5.2.1 The framework for the mobility of international students within the EU

International students who received a residence permit for the purposes of studies from another Member State of the European Union receive an equivalent permit in Germany in accordance with section 16 subs. 6 of the Residence Act. The mobility of students within the EU was ensured by the implementation of Directive 2004/114/EC. EU citizens and students from EFTA states do not need to apply for a residence permit, but merely need to report their residence and then receive a certificate of their right to residence.

5.2.2 Promoting mobility within the EU and EU programmes

EU cooperation with third countries

Germany is involved in many cooperations between EU higher education institutions, both with other EU Member States and with third countries. The EU third country cooperations include Tempus[53], promoting cooperation between the EU and neighbouring countries from Eastern and South Eastern Europe, Central Asia, as well as the Mediterranean Region. Further EU third country cooperations[54] for instance also exist between the EU and Latin America (ALFA[55]), the industrialised countries of the Pacific (ICI-ECP[56]), the ACP Region (ACP Science and Technology Programme[57]), as well as with Asian countries (ASEMU-DUO[58] or Vulcanus[59]). Further initiatives complementing these programmes is the Programme to enhance the mobility of German students (PROMOS), a programme of the DAAD to increase the mobility of German students which promotes studies worldwide, including studies within Europe in case there is no Erasmus cooperation.[60] In the statistics, students from abroad who come to Germany within one of these EU cooperations receive a residence permit for the purposes of studies in accordance with section 16 subs. 1 of the Residence Act.

Erasmus Mundus

A special type of EU third country cooperation is the Erasmus Mundus. The Erasmus Mundus II Action 1 EU programme promotes Master's and doctoral programmes formed by consortia from at least three different European and additionally (optionally) other non-European higher education institutions. In this context, individual scholarships are also awarded to international students from third countries. All scholarship holders undergo several phases of mobility, that is they study in several European countries.

Data are available only on international students who commence their Erasmus Mundus programme in Germany, but not on those who take up residence in Germany during the programme. Scholarship holders who belong to the latter group would generally be awarded residence permits in accordance with section 16 subs. 6 of the Residence Act (see Table 33), whilst scholarship holders who take up their scholarship studies in Germany receive a residence permit in

53 EU-DAAD - Nationale Agentur für EU-Hochschulzusammenarbeit (2012): Tempus IV (2007-2013), online: http://eu.daad.de/eu/tempus/05236.html (27 July 2012).

54 See EU-DAAD - Nationale Agentur für EU-Hochschulzusammenarbeit (2012): Datenbank: Deutsche Beteiligung in EU-Drittlandprogrammen, online: http://eu.daad.de/drittlandprojekte/ (27 July 2012).

55 América Latina - Formación Académica, see COM - European Commission (2012): ALFA - Building the Future on Education, online: http://ec.europa.eu/europeaid/where/latin-america/regional-cooperation/alfa/index_en.htm 27 July 2012).

56 Australia, New Zealand, Japan and South Korea; Industrialised Countries Instrument - Education Cooperation Programme, see COM - European Commission (2012): Bilateral Cooperation Programme, online: http://eacea.ec.europa.eu/bilateral_cooperation/eu_ici_ecp/index_en.php (27 July 2012).

57 Africa, Caribbean, Pacific; see ACP Science and Technology Programme (2012): ACP Science and Technology Programme, online: http://www.acp-st.eu/ (27 July 2012); Edulink (2012): AC-EU Cooperation Programme in Higher Education, online: http://www.acp-edulink.eu/node/2137 (27 July 2012).

58 Cooperation between the 27 EU States and 16 Asian countries, see ASEM-DUO (2012): ASEM-DUO, online: http://www.asemduo.org/ (27 July 2012).

59 Promotion of interns with Japan, see EU-Japan Centre for Industrial Cooperation (2012): EU-Japan Centre for Industrial Cooperation, online: http://www.eu-japan.eu/global/vulcanus-in-japan.html (27 July 2012).

60 DAAD - Deutscher Akademischer Austauschdienst (2012): PROMOS - Programm zur Steigerung der Mobilität von deutschen Studierenden, Online: http://www.daad.de/hochschulen/ausschreibungen/13502.de.html (27 July 2012).

accordance with section 16 subs. 1 of the Residence Act. The Central Register of Foreigners data cannot distinguish between Erasmus Mundus students and other international students.

As per the academic year 2011/2012, the Education, Audiovisual and Culture Executive Agency (EACEA) promoted 123 Master's courses (EMMC), of which 69 with German participation. Of the total of 996 student scholarships, 134 commenced their studies at a German higher education institution (see Table 29). Regarding the doctoral programmes (EMJD), the number of promoted programmes is 24, including 17 with German participation; of the 120 individually-promoted international doctoral candidates, 16 started their studies in Germany (see Table 30). The main countries of origin of the EMMC scholarship holders include India, China and the USA, with in each case more than ten scholarship holders, followed by Mexico, Ethiopia and Russia. The main countries of origin of the EMJD scholars are the USA and Serbia, with three doctoral candidates each, followed by China, Russia and Argentina in second place, with two doctoral candidates each.

Table 29: Erasmus Mundus scholars (EMMC), top 10 countries of origin (2011/12)

India	12
China	11
USA	10
Mexico	9
Ethiopia	8
Russia	6
Brazil	5
Pakistan	5
Ghana	4
Serbia	4
Total	**134**

Source: DAAD.

Table 30: Erasmus Mundus scholars (EMJD) by countries of origin (2011/12)

Serbia	3
USA	3
China	2
Argentina	2
Russia	2
Canada	1
Taiwan	1
Switzerland	1
Croatia	1
Total	**16**

Source: DAAD.

EU internal mobility programmes

The EU's internal student mobility is above all promoted by the EU-wide Erasmus Programmes within the European Lifelong Learning Programme (LLP); these programmes are student placements (SMP) in the European Erasmus participation countries[61] and semesters abroad at European higher education institutions cooperating with the home university.

Until the academic year 2010/2011, participation in EU mobility programmes at German higher education institutions was reserved to Germans and EU citizens, persons who have acquired their entitlement to study in Germany with an unrestricted residence permit, as well as to international students who were recognised as being entitled to asylum or were stateless. Since winter semester 2010, all foreign students who attend a complete course of studies at a German higher education institution are permitted to take part. Being third-country nationals, international students must however apply for a residence permit for the host EU country and if a period of more than six month residence outside the Federal territory is exceeded, they must obtain a permit from the competent immigration authority in order to ensure the right to re-enter the country or to avoid the termination of the residence permit (section 51 subs. 1 No. 7 of the Residence Act).

Erasmus students to Germany (incoming)

The number of Erasmus students coming to Germany from the European Erasmus participant countries (incoming) is constantly increasing. From more than 15,500 students in the winter semester 2001/02, it increased to more than 22,500 in the winter semester 2009/10 (see Table 31). Regarding the main countries of origin of the international students with EU or indeed third country nationality coming to Germany for an Erasmus stay, Spain and France take the lead (see Table 32).

61 The participating countries are all EU Member States and since 2009/10 also the accession country Croatia, all EFTA Member States apart from Switzerland, as well as Turkey.

Table 31: Student participants (incoming) in the Erasmus Programme in Germany (2001-2010)

2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
15,503	16,106	16,874	17,273	17,879	17,881	20,822	21,939	22,509

Source: HIS-HF/www.wissenschaft-weltoffen.de.

Table 32: Top 10 countries of origin and destination of Erasmus students to and from Germany (2009/10)

Incomings, 2009/2010	
Country of origin	**No.**
Spain	3,312
France	3,256
Poland	2,129
Italy	2,030
United Kingdom	1,668
Turkey	1,624
Hungary	930
Czech Rep.	909
Netherlands	783
Austria	763
Total	**22,509**

Outgoings, 2009/2010	
Country of Destination	**No.**
Spain	5,883
France	4,987
United Kingdom	3,976
Sweden	2,397
Italy	1,664
Finland	1,102
Netherlands	1,024
Ireland	1,015
Norway	929
Denmark	833
Total	**28,854**

Source: HIS-HF/www.wissenschaft-weltoffen.de.

The countries of origin and destination refer exclusively to the Erasmus participation countries. There are no data available on mobile students broken down by nationality, so that no direct statement can be made on the mobility of international students within the EU.

The dimension of mobile persons who have acquired their entitlement to study outside Germany in other EU States can however be deducted using the Central Register of Foreigners data on residence permits under section 16 subs. 6 of the Residence Act. The number of students residing in other EU States for the purposes of studies who have come to Germany within an intra European mobility programme such as Erasmus was 135 in 2011 (see Table 33). China, India and Ukraine constitute the main countries of origin of international students from other EU Member States who are in Germany via such a residence permit. The intra European mobility of international students appears to be low in general.

Table 33: Persons with a residence permit for the intra-EU mobility of international students (section 16 subs. 6 of the Residence Act), top 5 countries of origin (2011)

China	17
India	13
Ukraine	7
Albania	5
Iran	5
Total	**135**

Source: Central Register of Foreigners, as per: 31 December 2011.

However, it has to be assumed that more students from third countries – presumably including persons who have acquired their entitlement to study in Germany and persons who have acquired their entitlement to study outside Germany – make use of the European mobility programmes than the small number of cases mentioned above. Students who are third-country nationals with a permanent residence permit in other Member States would not receive a permit in accordance with section 16 subs. 6 of the Residence Act since the latter is only issued to persons who have received a comparable residence permit in their host EU country for the purposes of studies. Rather, they

would be entitled to a residence permit in accordance with section 38a subs. 1 of the Residence Act, so that they are not statistically included as intra-EU mobile students.

Erasmus students from Germany

The number of outgoings, that is students from Germany including fully-enrolled foreigners in Germany, who go to another EU State for a study is higher than that of the incoming students (see Table 32). The percentage of students who are supported within the Erasmus Programme is several times higher than with regard to placements (see Table 34).

Table 34: Erasmus participants Outgoings (2011)

Studies (SMS)	25,026
Placements (SMP)	5,096
Combination of SMS & SMP	152
Total	**30,274**

Source: DAAD.

As with incomings, the most popular destination countries for Erasmus participants from German higher education institutions are Spain and France (see Table 32).

Table 35: Nationals of participant countries and third countries among Erasmus outgoings (2011)

Erasmus participant countries*	29,631	98%
Erasmus third countries	643	2%
Total	**30,274**	**100%**

Source: DAAD.

Note: * EU/EFTA member states (not incl. Switzerland), Croatia and Turkey.

Table 36: Nationality of the Erasmus outgoings, Top 10 (2011)

Russia	109
Ukraine	65
China	46
Cameroon	36
Morocco	20
Switzerland	19
Vietnam	19
Colombia	18
Serbia	18
Bosnia-Herzegovina	17
Total	**683**

Source: DAAD.

Participation by third-country nationals in Erasmus programmes has been relatively small since the WS 2010/11 despite the opening of the Erasmus Programmes to include persons who have acquired their entitlement to study outside Germany. It was 2% in 2011. The main countries of origin of the 643 foreign students are Russia, Ukraine and China.

Despite the entitlement to participate in the EU mobility programmes, only a small number of fully-enrolled international students make use of them. Research has revealed that the information on this possibility is not always completely or correctly presented by the higher education institutions. The information provided to foreign students is very heterogeneous. Despite the increase in the number of higher education institutions explicitly referring to the change since 2010, it can still be observed at some institutions that only persons who have acquired their entitlement to study in Germany with an unrestricted residence permit are listed as being entitled to participate, or that EU nationality is stressed. It can be presumed that the respective higher education institutions are not yet presenting the possibility for intra European mobility for third-country nationals sufficiently well to the target group nationwide.

The mobility of international students within the European Union is restricted partly by underdeveloped provision of information, as well as obstacles regarding residence and availability of funding. The administrative effort which international students have to undergo in order to make use of the student mobility within the EU is quite considerable in comparison to their German and European counterparts. Help from the higher education institutions when applying for residence permits in the host country generally is not provided, so that also the effort of having to apply and provide the necessary documentation may constitute a considerable obstacle.

5.2.3 Mobility promotion outside of EU programmes

The central scholarship programmes of the DAAD are not restricted to the Member States of the EU, nor are they funded by the EU. Some region-specific programmes even specifically target regions outside the EU, such as the DAAD programme “Welcome to Africa”, that is funded by the Federal Ministry of Education

and Research.[62] Relaxations to visa requirements apply to foreign students (see section 2.2.4).

5.3 Other forms of non-legal cooperation with other countries

The higher education institutions have concluded many cooperation agreements with institutions in third countries. Currently, there are more than 20,000 international cooperations at roughly 280 German higher education institutions with about 4,100 foreign institutions in some 140 countries (HRK 2012b).[63]

The DAAD offers a number of promotion programmes targeting institutions as applicants. Individuals cannot apply for scholarships under these programmes. Instead, the DAAD awards funds for the implementation of specific projects, which in turn frequently serve to promote students' international mobility – such as the promotion of the establishment of Bachelor's courses with an integrated year abroad as well as scholarship programmes. In addition to the promotion of mobility, however, some promotional programmes also pursue other goals, such as supporting the (re-)establishment of academic structures in developing countries, the establishment of partnerships between German and foreign higher education institutions and contributions towards conflict prevention.[64]

Joint degrees are another form of non-legal cooperation: Here, the DAAD promotes integrated international study courses leading to a joint degree at universities and universities of applied science with funds from the Federal Ministry of Education and Research. The joint degrees are partly taken at German and foreign higher education institutions, and lead to both national qualifications. This can be done either as a "joint degree", i.e. by awarding a joint qualification, or as a "double degree", i.e. by awarding the degrees of both partner higher education institutions.[65] Binational doctoral programmes are facilitated through the "Cotutelle" procedure. The procedure must be based on a cooperation agreement between the two institutions involved.[66] The drafting of appropriate agreements is supported by a working aid that has been drawn up by the German Rectors' Conference.

A further programme of the DAAD supports higher education institutions in establishing their own curricula worldwide ("Studies offered by German higher education institutions abroad"). The programme aims amongst other things to improve the international reputation of German institutions, as well as to recruit highly-qualified junior academics to study or to stay for research at universities in Germany. In addition, foreign specialist workers are to be trained who can exert a development policy impact in the respective country, but who, for instance, can also be recruited by local German firms. These workers are furthermore optimally qualified to establish themselves on the German labour market. The programme promotes roughly 25 projects including entire universities, such as the German University of Cairo (GUC) and the German Jordanian University (GJU).[67]

62 See DAAD - Deutscher Akademischer Austauschdienst (2012): „Welcome to Africa" - Hochschulkooperationsprogramm, online: www.daad.de/hochschulen/kooperation/20285.de.html?s=1&projektid=54301848 (27 July 2012).

63 The university compass of the HRK offers information on the cooperation agreements of the universities. It should be noted that not all cooperations mentioned there are necessarily up-to-date and that the number of cooperations alone does not allow conclusions about their quality and intensity. See HRK - Hochschulrektorenkonferenz (2012): Hochschulkompass, online: www.hochschulkompass.de/internationale-kooperationen.html (27 July 2012).

64 For an overview of the DAAD programmes for project promotion see DAAD - Deutscher Akademischer Austauschdienst (2012): Informationen für Deutsche Hochschulen, online: http://www.daad.de/hochschulen/kooperation/20285.de.html (27 July 2012).

65 DAAD - Deutscher Akademischer Austauschdienst (2012): Integrierte internationale Studiengänge mit Doppelabschluss, online: http://www.daad.de/hochschulen/internationalisierung/doppelabschluss/05042.de.html (27 July 2012).

66 See HRK - Hochschulrektorenkonferenz (2012): Binationale Promotionsverfahren (sog. Cotutelle-Verfahren), online: http://www.hrk.de/de/service_fuer_hochschulmitglieder/156.php (27 July 2012).

67 BMBF - Bundesministerium für Bildung und Forschung (2012): Internationalisierung der Hochschulen. Deutsche Hochschulen auf dem internationalen Bildungsmarkt, online: http://www.bmbf.de/de/908.php (27 July 2012).

6 The impact of the residence of international students in Germany

6.1 Competition for study places

The increase in the number of students in Germany, to which also the admission of persons who have acquired their entitlement to study outside Germany contributes, may lead to a competitive situation with regard to studies in two ways – unless Germans entitled to study do not commence studies abroad in equal numbers. Firstly, there may be increased competition to obtain study places. Secondly, if the capacities for supervision are not expanded proportionately to the increase in the number of students, the study conditions may become worse; this may in turn lead to bottlenecks in supervision by teaching staff.

At least with regard to the subjects of study which are subject to nationwide admission restrictions, i.e. medicine, pharmacy and veterinary medicine, competition is constrained between Germans and persons who have acquired their entitlement to study in Germany, on the one hand, and persons who have acquired their entitlement to study outside Germany, on the other: Here, 5 % of study places are reserved for international students and are awarded by the higher education institutions according to their own conditions, in some cases under *Land* law (section 6 subs. 1 sentence 1 No. 1 of the Ordinance on Admissions by the Admissions Foundation).[68] Consequently, regarding these subjects, where demand for study places is particularly high, it cannot be assumed that an increasing demand from international students exacerbates the competition between Germans and persons who have acquired their entitlement to study in Germany. Concerning subjects with a local admission restriction, the admissions practice is not subject to a uniform nationwide regulation, but lies with the higher education institutions (HRK 2009). At least in Hamburg, however, 10 % of subjects with a local restriction on admission are reserved for persons who have acquired their entitlement to study outside Germany.

With regard to student-lecturer ratios at the higher education institutions, indications emerge that the increase in the numbers of students within the study courses has led to shortages in individual supervision time, and hence to an increased competition for supervision by teaching staff. Between 2008 and 2010 alone, the student-lecturer ratio rose from 17.88 students per full-time equivalent academic post to 17.94 students per full-time equivalent academic post. For the subject of engineering, where demand for study places is particularly high, the increase is much more pronounced, as the ratio rose from 14.74 in 2008 to 16.42 in 2010 (Statistisches Bundesamt 2012a: 219). It should be presumed, moreover, that student-lecturer ratios are likely to have increased further in 2011 because of the cessation of compulsory military service and of the double *Abitur* years.

This does not permit to make any reliable statements regarding possible changes in competition for study places through international students, rather the competition for supervision by teaching staff within a field of study is increasing overall.

68 *Verordnung über die zentrale Vergabe von Studienplätzen durch die Stiftung für Hochschulzulassung (Vergabeverordnung Stiftung).*

6.2 Brain drain

International students constitute a potential as highly-qualified persons, both for Germany and for their countries of origin. Firstly, they aim to graduate in Germany and have prospects to constitute valuable human capital. Secondly, they learn German, obtain country-specific specialist knowledge and work experience making it easier for them to integrate into the German labour market. In addition, with their international contacts, knowledge of foreign languages and intercultural skills, they also help internationalise German industry and society. On the other hand, their qualifications and sociocultural skills are valuable for the economic, technological and social development of the countries of origin.

If foreign graduates of German higher education institutions remain in Germany permanently, this may lead to a loss of human capital (brain drain) for the countries of origin. The emigration of persons with higher education entrance qualification who go abroad to study may have a disadvantageous impact on the economies of the countries of origin if they do not return or invest at home. The Federal Government is aware of the potential of migrants, but also of the risks of brain drain. This topic is explored explicitly in the 2010-2013 education strategy of the Federal Ministry for Economic Cooperation and Development.[69]

Neither the data of the Central Register of Foreigners nor the official migration statistics or the higher education statistics permit a quantitative assessment of the remigration of foreign graduates of German higher education institutions to their countries of origin. The Central Register of Foreigners and the Federal Statistical Office only record emigration by foreigners, but do not state their level of education or qualification. The higher education statistics do record the number of foreign graduates, but do not contain information about their migration conduct. According to the latest survey by the Expert Council of German Foundations on Integration and Migration (SVR), however, it is possible to recognise a slight tendency among foreign university graduates to remain: 48.3 % of students from third countries intend to remain in Germany temporarily after their studies, i.e. for between one and five years, whilst 39.2 % of respondents have yet to make up their minds (SVR 2012: 38). Nonetheless, data on intentions to remain or leave say nothing about actual emigration conduct (see Cassarino 2004, Fassmann/Hintermann 1997).

The Federal Government is countering risks posed by the brain drain in developing countries through the "Returning workers" programme. This programme is being implemented by the Centre for International Migration and Development (CIM) on behalf of the Federal Ministry for Economic Cooperation and Development[70]. The programme particularly targets foreign graduates of German higher education institutions or those from an OECD country with permanent residence in Germany who return to one of the currently 24 "focus countries"[71] with which the Federal Ministry for Economic Cooperation and Development has bilateral cooperations in place and who work in an area which is relevant to development policy. Returning workers are within the promotional programme placed in vacant jobs. After their return, they are also supported with advice relating to the recognition of their qualification, career-related issues and other matters. Returnees additionally receive financial assistance (see Baraulina et al. forthcoming).

International graduates counter the negative consequences of emigration if they enter into an economic commitment in their countries of origin. By sending remittances (see World Bank 2001), they help improve their families' economic situation and are able to promote economic growth in their countries of origin. Moreover, they contribute to the exchange of ideas and know-how ("social remittances", see Levitt 2001) if they establish and maintain professional contacts in the countries of origin and or start their own companies. A final return to the countries of origin is not necessary with these types of development contribu-

69 BMZ – Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (2012): Hochschulbildung: Verantwortliche für morgen ausbilden, online: http://www.bmz.de/de/was_wir_machen/themen/bildung/hochschulbildung/index.html (27 July 2012).

70 The CIM is a working party of the GIZ and of the Federal Employment Agency's International Placement Services.

71 Afghanistan, Egypt, Ethiopia, Bolivia, Bosnia, Brazil, China, Georgia, Ghana, India, Indonesia, Iraq, Jordan, Cameroon, Colombia, Morocco, Moldova, Mongolia, Nepal, Peru, Tunisia, Ukraine, Vietnam, as well as for Palestinians interested in returning.

tion by migrants. By contrast, a high degree of mobility between the countries, whilst retaining a place of residence in Germany, is supposed to be possible and is welcome.

Against this backdrop, the Federal Government is promoting networking mechanisms between the foreign university graduates beyond the German borders by establishing an alumni network. By establishing the "Alumni Portal Germany" website, migrant organisations as well as alumni of German higher education institutions are to be connected worldwide and retain their connection with Germany. Furthermore, section 51 subs. 1 No. 4 of the Residence Act substantiates the possibility of foreigners living in Germany permanently also to leave the Federal territory for a period which is longer than the six months which the period generally is determined to be (General Administrative Regulation on the Residence Act). This facilitates the mobility of third-country nationals. Circular migration can enhance the potential of migrants to benefit both their countries of origin and Germany (Schneider/ Parusel 2011).

6.3 Demography

Like many other Western countries, Germany is also affected by a major demographic change. The shrinking and ageing of German society will impact on all social, economic and political spheres in the coming decades. Given the increase in the number of students at German higher education institutions in recent years, which is expected to continue, there will however be no shortage of students in the medium term (see chapter 4.2.2).

International students, particularly foreign graduates of German higher education institutions, constitute an important potential for the German labour market (see section 4.4.3). Given the demographic developments, it will become more and more important that also the pool of foreign university graduates is used to increase in the number of qualified workers in Germany. In order to be able to counter the shortage of skilled workers on the German labour market, a political focus is placed not only on the direct recruitment of students and skilled workers from abroad, but also on the integration of international graduates into the labour market.

International students also help to rejuvenate the ageing German society through their favourable age structure (see section 4.2.1). Female international students (as is also the case among Germans) tend to delay forming families as a result of their higher education in particular, as well as because of the generally longer training period, and will have a lower birth rate than the average population. Nonetheless, these female migrants are mainly young, and hence reproductive, so that the ageing of society is curbed through the increase in the absolute number of younger people and their children.

It is not possible to provide more precise information on to the link between international students and demographic development because of the limited data available (see Kohls 2008; 2012 on the link between migration and demography and on the methodical problems).

7 Conclusions

As future highly-qualified persons who are already familiar with the country, language, culture and frequently the working environment, international students are a welcome group of immigrants. As a consequence, Germany offers international students a wide variety of possibilities to study in Germany. Relatively generous conditions also apply to take up gainful employment in Germany after graduation. Moreover, the Federal Government, the *Länder*, the higher education institutions and many intermediary organisations are acting to make Germany more attractive for international students in addition to the immigration possibilities that have been created by the Residence Act. Transnational cooperation with a large number of international partner countries and institutions is also to promote the mobility of international students.

The legal framework

Section 16 of the Residence Act regulates the comprehensive immigration possibilities for international students, which have been continually expanded in recent years. International students can receive a residence permit for the purposes of studies if they show that they have been admitted by a higher education institution to study in Germany and their livelihood is secured. If they hold a residence permit for the purposes of studies, international students may work while studying for 120 full or 240 half-days a year. They may remain in Germany for up to 18 months after graduating in order to find employment (section 16 subs. 4 of the Residence Act). They may work unrestrictedly during this job-seeking period. Moreover, international students have prospects for permanent residence: Section 18b of the Residence Act offers to graduates from German higher education institutions the possibility to obtain a settlement permit after two years' gainful employment, subject to specific preconditions.

The legal framework for international students has been continually liberalised in recent years, thus considerably increasing the international attractiveness of Germany as a place to study with no or low tuition fees.

One possibility to attract more students from third countries would be to attach the issued residence permits with a more generous period of validity, if the necessary preconditions are met. Currently, 60 percent of all residence permits issued for the purpose of study are valid for less than 18 months; in 48 percent the validity is limited to less than a year. This might cause unstable expectations of the students with regard to their stay. As there is hardly any misuse of those residence permits issued for study purposes, it should be unproblematic to make full use of the maximum period of validity. Issuing these permits in such a way might also reduce the financial burdens resulting from the increased fees due to the introduction of the electronic residence permits. Furthermore, the suggestions of the DAAD could be considered, which demand to change the Residence Act by extending the maximum period of stay for international students from currently altogether ten years to fifteen years from the beginning of their undergraduate studies until potential doctoral studies, thus adapting the maximum allowed period of stay to the factual duration of the doctoral studies (DAAD 2012).

Measures and strategies to attract international students

The Federal *Länder*, the higher education institutions and intermediary organisations, such as the DAAD, the Goethe Institut, the Alexander von Humboldt Foundation, GIZ or CIM, supplement the legal provisions on the immigration of international students by adding concrete measures such as scholarship programmes, advertising abroad and support services for international students in Germany. These aim to make Germany more attractive as a place to study and to persuade international graduates of German higher education institutions to take up commensurate em-

ployment in Germany. Some of the measures are interlinked by the nationwide strategy to internationalise academia and research, for instance through central marketing campaigns and information platforms.

The individual Federal *Länder* are variously active in recruiting international students for Germany. Baden-Württemberg, Bavaria, Bremen, Hamburg, Lower Saxony, North Rhine-Westphalia, Saxony, Saxony-Anhalt and Schleswig-Holstein stated when surveyed for this study that they were carrying out specific measures. Additionally, some *Länder*, such as Baden-Württemberg, Bavaria, Hamburg, North Rhine-Westphalia, Saxony and Saxony-Anhalt, have developed more comprehensive strategies in this field at *Länder* level.

Numbers of residence permits granted for the purposes of studies: Findings from data of the Central Register of Foreigners

The number of third-country nationals with a residence permit for the purposes of studies was constantly around 120,000 between 2007 and 2010. The number fell to about 112,000 in 2011. The fall might be partly explained by the global financial and economic crisis and the implementation of the complete freedom of movement for workers for nationals of Central and Eastern European Member States on 1 May 2011; also the conversion to the Bachelor and Master system of studies might have contributed to this decrease.

The residence permit created specifically for applying for a study place (section 16 subs. 1a of the Residence Act) is only being taken up in very small numbers. Most students apply directly from abroad for a study place in Germany. The most frequent countries of origin for persons with a residence permit for the purposes of studies are China (with a large distance), Russia, South Korea and Turkey.

The group of individuals whose purpose of residence is to study in Germany is becoming continuously younger, that is Germany is becoming more attractive for younger students. This development is positive regarding efforts to retain international students in Germany as highly-qualified workers after their studies, and in view of the working population which will be ageing and shrinking in the years to come.

The course of studies of international students: Findings on the basis of the student statistics

Calculations based on the student statistics of the Federal Statistical Office show a continual upward trend in the number of persons coming to Germany who have acquired their entitlement to study outside Germany. It should be taken into account that the figures, unlike the data of the Central Register of Foreigners, also include persons who have acquired their entitlement to study outside Germany from EU/EFTA states. It can however be observed that the increase of the number of persons who have acquired their entitlement to study outside Germany in recent years is due above all to an increase in the number of students from non-EU countries, whilst the number of students from EU Member States has remained virtually constant.

Relaxations of the immigration regime, as well as targeted measures to attract this group of students, have presumably helped to ensure that Germany is becoming more attractive for international students. This study is however unable to clarify to what degree this increase is caused by these measures or is the consequence of other developments, such as the relatively strong German economy in recent years.

Studies on drop-out rates show that persons who have acquired their entitlement to study outside Germany drop out much more frequently than German students. In this respect, the Federal Government, the *Länder* and intermediary organisations, for instance following on from the National Action Plan on Integration[72], should continue and step up their efforts in order to support persons who have acquired their entitlement to study outside Germany in successfully graduating. The *Länder* should make the necessary funds available and thus enable the universities to provide individual support for international students. Persons who have acquired their entitlement to study in Germany should also be taken into account in such measures.

72 See Bundesregierung (2011): Nationaler Aktionsplan Integration Zusammenhalt stärken – Teilhabe verwirklichen, Berlin: Bundesregierung.

International students' transition into the labour market

Quite a number of international students make use of the possibilities offered to take up gainful employment and hence to receive a respective residence permit: 4,000 persons received a residence permit for employment purposes following on from a residence permit for the purposes of studies in 2011, and roughly 3,500 were granted a residence permit for job-seeking after completion of the studies. A good 2,000 persons received a residence permit for gainful employment following on from a residence permit for job-seeking on completion of their studies.

Gainful employment is above all taken up in the field of skilled employment (section 18 subs. 4 sentence 1 of the Residence Act). There are only few instances of transitions from a residence permit for the purposes of studies and/or job-seeking after graduation to a) a settlement permit for highly-qualified persons, b) a residence permit for research purposes or c) the exercise of a self-employed economic activity. This means that international students are making relatively little use of the possibilities for immigration which the law provides specifically for the highly-qualified. With the amendment to the Residence Act which came into force on 1 August 2012, new, possibly more attractive immigration possibilities were created to take up gainful employment for highly-qualified persons. Whether these are taken up more frequently by international students in future than the previous ones cannot be evaluated yet and should be examined in the years to come. However, whether international graduates make use of these new residence permits will most probably depend on the foreigners offices to promote these permits among recent graduates. The universities should as well inform their non-German graduates about the legal possibilities for employment and further stay.

Besides, labour market access for non-German people who acquired their entitlement to study in German and who graduated in government regulated subjects such as medical science, law or studies to obtain a teacher's certificate is of particular concern. Despite a German higher education entrance qualification, a German degree and equal qualifications these people are denied access to the government regulated jobs after successful graduation only because of their nationality. Here, possibilities should be explored to provide labour market access for this particular group.

Transnational cooperation

The Federal Government, the *Länder*, the higher education institutions and intermediary organisations are cooperating in many ways with other states, international organisations and institutions to promote the exchange of students. A noticeable point is that although all international students – hence including third-country nationals – have been permitted to take part in EU mobility programmes since winter semester 2010, only a small number of third-country nationals take up this possibility: Only 135 persons received the respective residence permit for intra-EU mobile students in 2011 (in accordance with section 16 subs. 6 of the Residence Act). It can be assumed, that even more could be done to publicise these exchange opportunities among international students. In particular, stronger efforts by the universities are required to offer third-country nationals the possibility to participate in the ERASMUS-programme.

Possibilities of future research

This study offers a comprehensive, but not exhaustive overview of the relevant laws, measures, data and studies. The field of research into international students has been well covered in general terms. Nonetheless, some gaps in literature and possibilities of future research can be identified:

Firstly, the specific impact of the introduction of certain legal immigration possibilities or of concrete measures to recruit international students on the actual immigration of international students to Germany could be investigated. The attractiveness of other factors, such as the economic situation and the development of a welcome culture, should also be included. It would also be interesting to find out more about the links between the migration of international students and brain drain and brain gain in the countries of origin in relation to the question of them returning there or remaining in Germany.

Further findings could help to better manage the immigration of international students to Germany and to design measures to help them study and graduate successfully.

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List of abbreviations

anabin	recognition and evaluation of foreign education documentation
TFEU	Treaty on the functioning of the European Union
APS	Academic Evaluation Center
BAföG	German Act on Education and Training Scholarships
BAMF	Federal Office for Migration and Refugees
CIM	Centre for International Migration and Development
DAAD	German Academic Exchange Service
DSW	German National Association for Student Affairs
EACEA	Education, Audiovisual and Culture Executive Agency
EFTA	European Free Trade Association
EMJD	Erasmus Mundus Joint Doctorate
EMMC	Erasmus Mundus Masters Course
FH	University of applied sciences
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (international cooperation)
HIS	Higher Education Information System
ISCED	International Standard Classification of Education
KfW	government-owned *Kreditanstalt für Wiederaufbau* (KfW) development bank
LLP	Lifelong Learning Programme
OECD	Organisation for Economic Co-operation and Development
PROMOS	Programme to enhance the mobility of German students
PROFIN	Programme to support the internationalisation of foreign students
SMP	Erasmus placements abroad
SMS	Erasmus studies abroad
SS	summer semester
STIBET	Scholarship and advice programme
SVR	Expert Council of German Foundations on Integration and Migration
WS	winter semester
ZAB	Central Office for Foreign Education

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